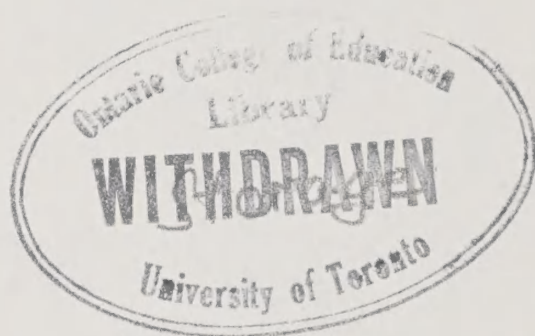
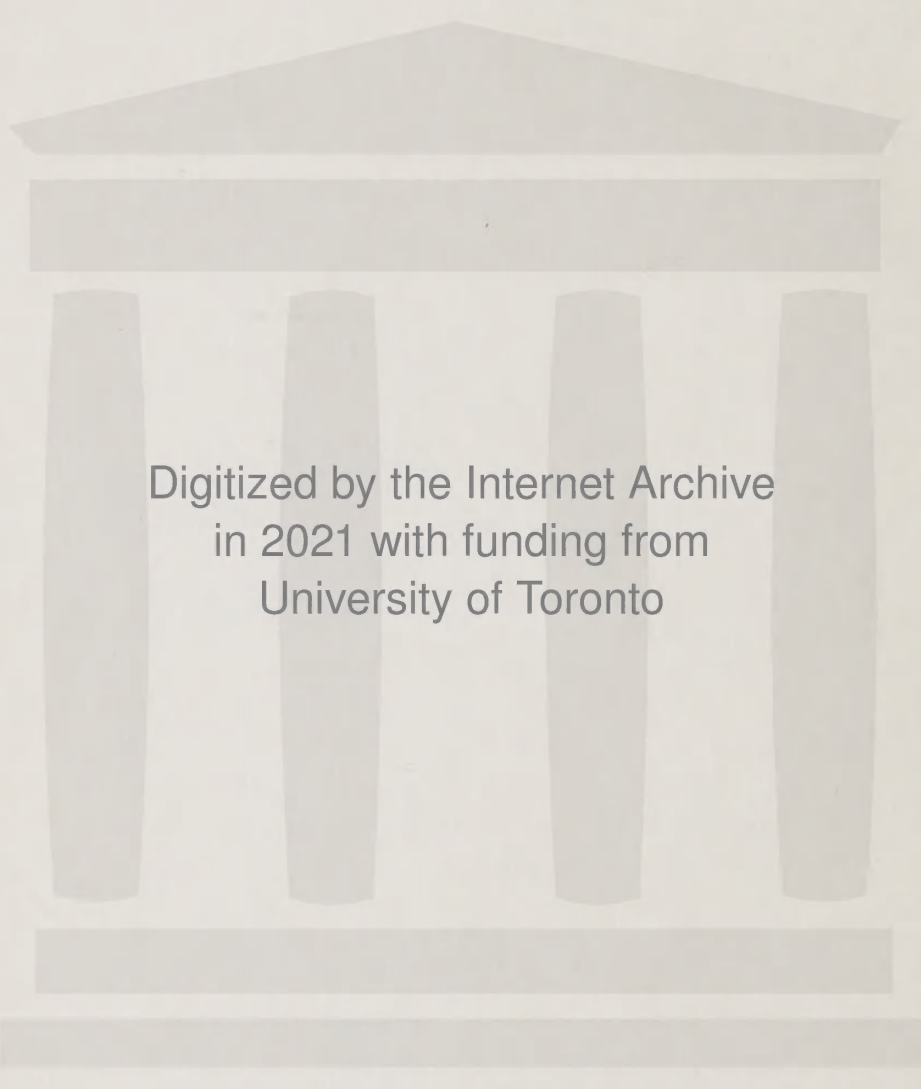


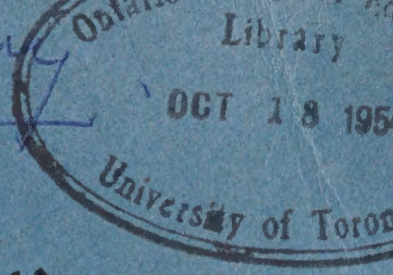
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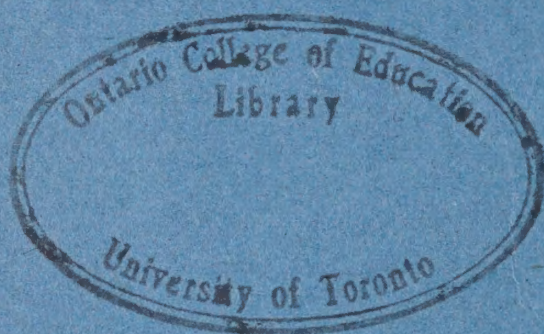
Examination Papers
1954



Grade xiii Annual

Grade xiii August

Elementary School Inspectors' Examination



45816

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

ENGLISH COMPOSITION

NOTE. *The candidate shall not use in his essay any name which might indicate his examination centre.*

1. Write an essay about two pages in length (300 to 500 words) on *one* of the following topics.

- (a) The news. (The news I receive, how it comes to me, and what interests me.)
- (b) A circus (*or* an exhibition *or* a country fair).
- (c) "No man is an island."
- (d) A memorable scene or occasion.
- (e) Distinctively Canadian. (Any one aspect of Canadian life or culture.)
- (f) Life in a city school *or* in a country school.
- (g) A full life.
- (h) In support of doing nothing.

2. Rewrite each of the following sentences in an improved form. Expressing yourself in complete sentences, justify any changes.

- (a) The enemy moved noisily which startled an already apprehensive sentry into action.
- (b) To write a good examination paper, contemplation must be given to determining what is relevant.
- (c) The amount of oil available in Canada seems to give us a perfect set-up.
- (d) The district has a moderate climate, in winter not very cold and not very hot in summer.
- (e) Because of my losing the library book is why they fined me.

[OVER]

3. Given words:

ameliorate, authentic, credulous, evasive, evolution, indict, infer, practical, radical, social.

Make a list of the given words and write beside each its nearest equivalent from among the following:

alleviate, believable, charge, concerned with the mutual relations of men, creation, deduce, development, escaping by trickery or cleverness, frivolous, fundamental, genuine, make better, open to suspicion, put in prison, sensible, straightforward, too ready to believe, useful.

4. Give the substance of the following passage, reducing it to about 100 words. Your version should be connected in thought and expressed mainly in your own words.

In every cultivated language there are two great classes of words which, taken together, comprise the whole vocabulary. First, there are those words with which we become acquainted in ordinary conversation, which we learn, that is to say, from the members of our own family and from our familiar associates, and which we should know and use even if we could not read or write. They concern the common things of life, and are the stock in trade of all who speak the language. Such words may be called "popular," since they belong to the people at large and are not the exclusive possession of a limited class.

On the other hand, our language includes a multitude of words which are comparatively seldom used in ordinary conversation. Their meanings are known to every educated person, but there is little occasion to employ them at home or in the market-place. Our first acquaintance with them comes not from our mothers' lips or from the talk of our schoolmates, but from books that we read, lectures that we hear, or the more formal conversation of highly educated speakers who are discussing some particular topic in a style appropriately elevated above the habitual level of everyday life. Such words are called "learned," and the distinction between them and "popular" words is of great importance to a right understanding of linguistic process. (227 words)

—from "Learned Words and Popular Words",
by J. B. Greenough and G. L. Kittredge.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

ENGLISH LITERATURE

NOTE. *After the name of the subject on the outside of the envelope the candidate shall insert the name of the play by Shakespeare referred to in his answers to Questions 1 and 2.*

1. "The chief character in this tragedy is progressively isolated, cut off more and more from normal relationships with relatives, friends, associates, and the public."

(a) Describe *three* significant incidents from various parts of the Shakespearean play which you have studied to demonstrate whether or not this statement is true of Macbeth, or Hamlet, or Brutus, or Romeo, or Lear.

(b) Describe, in a sentence or two for each, *three* different attempts which are made by a person (or persons) other than this chief character to promote "normal relationships" with him.

2. "Our interest in the chief person in the tragedy is sustained by repeated evidences of his good qualities."

Use *three* significant incidents or situations from various parts of the Shakespearean play which you have studied to show how each one reveals both a good quality and a less admirable quality of Macbeth, or Hamlet, or Brutus, or Romeo, or Lear.

3. "In *Arms and the Man*, Bluntschli and Louka are people who succeeded in gaining their ends."

Supporting your answers by references to the play,

(a) give *three* reasons why Bluntschli is successful;

(b) give *three* reasons why Louka is successful.

[OVER]

4. (a) Basing your answer on the "Ode on a Grecian Urn", show how the principle, "Beauty is truth, truth beauty", may be illustrated by references to the piece of sculpture which Keats describes.

(b) In Browning's "Saul", distinguish by theme *two* groups of tunes or songs which David performed, giving a few details about the content of each group, and describing accurately Saul's response to each group.

(c) Refer to *three* passages in *The Titanic* to show how E. J. Pratt keeps the reader aware of the power of nature over men and machines.

5. Supporting your statements by references to the text, compare briefly the poems in any *one* of the following pairs with regard to

(a) ideas and purpose of the author,

(b) methods of achieving effects,

(c) choice of words.

"On the Death of a Favourite Cat" (Gray) and
"Milk for the Cat" (Monro)

OR

"It is not to be thought of" (Wordsworth) and
"Cargoes" (Masefield)

OR

"The Splendour Falls on Castle Walls" (Tennyson)
and "Beyond the Last Lamp" (Hardy)

6. Discuss, with references to the text, *one* of the prescribed essays or short stories under the following headings:

(a) the most memorable feature of this essay or short story;

(b) the author's unique way of presenting his material;

(c) a character or a significant idea. (The discussion under (a) is not to be duplicated here.)

7. Describe *four* incidents in *The Return of the Native*, each of which shows Diggory Venn coming upon the scene and giving an unexpected twist to the story.

Oh! Death will find me, long before I tire
Of watching you; and swing me suddenly
Into the shade and loneliness and mire
Of the last land! There, waiting patiently,
One day, I think, I'll feel a cool wind blowing,
See a slow light across the Stygian tide,
And hear the Dead about me stir, unknowing,
And tremble. And I shall know that you have died,
And watch you, a broad-browed and smiling dream,
Pass, light as ever, through the lightless host,
Quietly ponder, start, and sway and gleam —
Most individual and bewildering ghost! —
And turn, and toss your brown delightful head
Amusedly, among the ancient Dead.

—Rupert Brooke.

(a) What various attractive characteristics of the person described are brought out by the poet? Give details from the poem and explain them.

(b) What ideas concerning death and the dead does the poet express?

(c) Show, with illustrations, how the effect of this poem is heightened by the use of contrast and of words suggesting motion.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

HISTORY

NOTE. *Five questions constitute a full paper.*

PART A

NOTE. *Three questions may be answered from Part A and two from Part B, or two from Part A and three from Part B.*

1. (a) Describe the problems in North America which confronted the British government at the conclusion of the Seven Years' War in 1763.

(b) Give an account of the events which led to armed rebellion in the Thirteen Colonies.

(c) Why did Quebec not join the Thirteen Colonies in the struggle for independence?

2. (a) In the framing of the American constitution what powers were assigned to the federal government?

(b) What powers were vested by the constitution in (i) the President, (ii) the Congress, (iii) the Supreme Court?

(c) Explain the doctrine of states' rights.

(d) In what important ways does the American constitution differ from that of Canada?

3. (a) Describe the controversial issues which gave rise to Jacksonian democracy.

(b) Discuss Andrew Jackson's rise to power and his work as president.

4. (a) Discuss the threat of Big Business to freedom of opportunity and to political democracy in the United States prior to the presidency of Theodore Roosevelt.

(b) How did Theodore Roosevelt and Woodrow Wilson attempt to control Big Business and what success attended their efforts?

[OVER]

PART B

NOTE. *Three questions may be answered from Part B and two from Part A, or two from Part B and three from Part A.*

5. Discuss the parts played by Lord Durham, Robert Baldwin, Joseph Howe, and Lord Elgin in the winning of responsible government in Canada and Nova Scotia.

6. Beginning with the Chanak Crisis of 1922, give an account of the growth of Canadian autonomy up to and including the Statute of Westminster, 1931.

7. Show how the foreign policies of Japan and Italy in the 1930's weakened the League of Nations and thus helped to bring about the Second World War.

8. With special reference to their significance in the Second World War, discuss any *five* of the following:

German *blitzkrieg*, the Battle of Britain, the Ogdensburg Agreement, Lend-Lease, El Alamein, the San Francisco Conference.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

ALGEBRA

NOTE. *A book of mathematical tables and a supply of squared paper may be obtained from the Presiding Officer.*

1. (a) The first, fourth, and last terms of an arithmetic progression are 4, 28, and 452, respectively. Find the sum of all the terms.

(b) The first, fourth, and last terms of a geometric progression are 2, 16, and 4096, respectively. Find the sum of all the terms.

2. (a) Find from first principles the sum of n terms of the geometric progression

$$a + ar + ar^2 + \dots$$

(b) The sum of n terms of a certain series is $bn + cn^2$ for $n = 1, 2, 3, \dots$. Find the n th term, and show that the series is an arithmetic progression.

3. The pair of numbers x and y have a given real number $2a$ as sum and a given real number b as product.

(a) Express x and y in terms of a and b .

(b) In each of the three cases

$$b < a^2, \quad b = a^2, \quad b > a^2,$$

indicate whether x and y are

(i) real or imaginary,

(ii) equal or unequal.

[OVER]

4. Solve the system of equations

$$\begin{aligned}63x(x+y) &= 58, \\147y(x+y) &= 145.\end{aligned}$$

5. (a) State and prove the Remainder Theorem, and deduce from it the Factor Theorem.

(b) Employ the Factor Theorem to show that

$$xy(x+y) + yz(y+z) + zx(z+x) + 3xyz$$

has $x+y+z$ as a factor, and find the other factor.

6. (a) Establish a formula for the total number of combinations of n different things taken any number at a time.

(b) An apple, a pear, an orange, a grapefruit, a lemon, and a banana are to be handed out to Tom, Dick, and Harry.

Show that

- (i) this can be done in 729 ways,
- (ii) in 3 of these ways two of the boys get nothing,
- (iii) in 186 of these ways only one boy gets nothing,
- (iv) in 540 of these ways each boy gets something.

7. A borrows \$1000 from B at 5% interest, compounded annually, and agrees to wipe out his indebtedness by making the following payments to B:

- (i) twenty interest payments of \$50 each at the ends of years 1, 2, ..., 20;
- (ii) one principal payment of \$1000 at the end of year 20.

Find to the nearest cent the present value at 5% interest, compounded annually, of

- (a) the twenty interest payments of (i);
- (b) the one principal payment of (ii).

8. (a) Employ the binomial theorem to find the cube root of 1003, correct to 6 decimal places.

(b) Employ the binomial theorem to show that

$$(2+\sqrt{3})^6 = 1351 + 780\sqrt{3}.$$

9. (a) Show that $\frac{x}{1+x+x^2}$ is less for $x=a$ than for $x=b$, given that $-1 \leq a < b \leq 1$.

(b) Show that $\frac{x}{1+x+x^2}$ has the same value for $x=c$ as for $x = \frac{1}{c}$, given that c is not 0.

(c) Using the information provided by (a) and (b), make a rough sketch of the graph of

$$y = \frac{x}{1+x+x^2}.$$

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

GEOMETRY

NOTE. *Squared paper, if desired, may be obtained from the Presiding Officer.*

1. (a) Derive the equation of a straight line in terms of its intercepts on the coordinate axes.

(b) The vertices of a triangle are $A(3, 2)$, $B(1, -1)$, $C(5, -4)$. Find

- (i) the area of the triangle,
- (ii) the length of the side BC ,
- (iii) the length of the altitude from A .

2. (a) Prove that the product of the slopes of two perpendicular lines is -1 .

(b) Find the coordinates of the point P which divides the line from $A(4, -2)$ to $B(-6, 8)$ *externally* so that

$$\frac{PA}{PB} = \frac{3}{5}.$$

3. (a) Write an equation for the family of circles which pass through the points of intersection of the two circles $x^2 + y^2 + 10x - 6y - 3 = 0$ and $x^2 + y^2 - 6x + 4y = 0$.

(b) From the family of circles referred to in (a), select the one whose centre is on the x -axis and simplify its equation.

4. (a) Define *radical axis* of two circles and hence derive the equation of the radical axis of the circles

$$x^2 + y^2 + 2g_1x + 2f_1y + c_1 = 0 \text{ and } x^2 + y^2 + 2g_2x + 2f_2y + c_2 = 0.$$

(b) Find the equations of the tangents to the circle $x^2 + y^2 = 9$ which are perpendicular to the line $4x + 3y - 9 = 0$.

[OVER]

5. (a) Derive the equation of the tangent of slope m to the parabola $y^2 = 4px$.

(b) Without using the definition of a parabola, prove that any point (x_1, y_1) on the curve $y^2 = 4px$ is equidistant from the point $(p, 0)$ and the line $x + p = 0$.

6. (a) Prove that the equation of the tangent to the ellipse $b^2x^2 + a^2y^2 = a^2b^2$ at the point (x_1, y_1) is $b^2x_1x + a^2y_1y = a^2b^2$.

(b) Find the coordinates of the middle point of the chord which the ellipse $9x^2 + 4y^2 = 36$ cuts from the line $y = 2x - 4$, without finding the points in which the line cuts the ellipse.

7. (a) Given the ellipse

$$\frac{x^2}{144} + \frac{y^2}{169} = 1,$$

find

- (i) the coordinates of the foci,
- (ii) the length of the latus rectum,
- (iii) the eccentricity.

(b) In a hyperbola prove that the perpendicular distance of a focus from an asymptote equals the semi-conjugate axis.

8. The cross-section of a roadway 40 feet wide is a parabolic curve, and the sides of the road are one foot lower than the crest, which is at the middle of the road. How much lower than the crest is a point on the roadway which is 10 feet from the middle, measured horizontally?

9. (a) Two fixed circles with no point in common are exterior to each other. Prove, from the definition of a hyperbola, that the locus of the centres of all circles which are tangent to both of the fixed circles is a pair of hyperbolas of which the centres of the fixed circles are the foci.

(b) Taking the radii of the fixed circles to be R and r and choosing axes so that the centres of the circles are $(c, 0)$ and $(-c, 0)$, find equations for the hyperbolas referred to in (a).

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

TRIGONOMETRY AND STATICS

NOTE. *The candidate should obtain a set of mathematical tables from the Presiding Officer.*

1. (a) Express each of the following in terms of a trigonometric ratio of an angle of the first quadrant:

(i) $\tan 132^\circ$; (ii) $\sec 285^\circ$; (iii) $\operatorname{cosec} \frac{13\pi}{10}$.

(b) Find, correct to four places of decimals, the radian measure of $119^\circ 23' 30''$. ($\pi = 3.1416$)

(c) Using 5-place tables, find the value of

(i) $\log \sqrt{0.3724}$, (ii) $\log \cot 34^\circ 20'$, (iii) $\operatorname{antilog} 2.76934$.

2. A balloon, released from a point A , rises at the rate of 1000 ft. per minute and at the same time drifts with the wind. After five minutes it is observed that the angle of elevation of the balloon, as seen from A , is $52^\circ 17'$. Calculate, correct to the nearest foot, the horizontal distance of the balloon from A .

3. (a) With the aid of a diagram, prove the formula
 $\cos (A+B) = \cos A \cos B - \sin A \sin B$,
where A , B , and $A+B$ are acute angles.

(b) Without using tables, show that

$$\cos 15^\circ = \frac{1 + \sqrt{3}}{2\sqrt{2}}.$$

4. (a) For a triangle ABC , establish the formula

$$\tan \frac{C-A}{2} = \frac{c-a}{c+a} \cot \frac{B}{2}.$$

[OVER]

(b) In a triangle ABC , $a=10.84$, $c=17.32$, $B=32^\circ 28'$. Calculate the angle A , correct to the nearest minute.

5. Rectangular axes OX and OY are given, and through the point $(4, 0)$ there acts a force P of magnitude 10 pounds in a direction making an angle of 45° with OX . Calculate each of the following, correct to three significant digits:

- (i) the component of P along OX ;
- (ii) the component of P parallel to OY ;
- (iii) the moment of P about O .

6. (a) Prove the formula $r=\Delta/s$ for the radius of the circle inscribed in the triangle ABC .

(b) Using logarithms and the formula for the tangent of a half-angle in terms of the sides, calculate, to the nearest minute, the largest angle in the triangle ABC for which $a=12.63$, $b=18.47$, $c=17.26$.

(c) Calculate, correct to two places of decimals, the value of r for the triangle given in (b).

7. (a) With the aid of 5-place tables, solve the equation $2(3^x) = 5^{2x}$.

(b) Calculate, each correct to the nearest minute, all the values of θ between 0° and 360° which satisfy

$$4 \cos 2\theta = 1 - 2 \sin \theta.$$

8. A load of 100 pounds rests on a rough slope (coefficient of friction $\mu=0.30$) inclined to the horizontal at an angle of 12° . In order to pull the load up the slope a force P is applied to it and acts at an angle of 5° to the slope. Calculate, to the nearest pound, the value of P which is on the point of moving the load.

9. From a uniform square plate $ABCD$, 10 in. by 10 in., a square $DEFG$, 6 in. by 6 in., is cut away. Calculate the position of the centre of gravity of the remainder. (*Assume data exact.*)

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

PROBLEMS

(To be taken by candidates writing for certain University Scholarships involving Mathematics)

NOTE 1. *Ten questions constitute a full paper.*

NOTE 2. *A supply of squared paper and a book of mathematical tables may be obtained from the Presiding Officer.*

1. P and Q are two points on an ellipse whose centre is C . Show that the area of the triangle CPQ is greatest when P and Q are the extremities of a pair of conjugate diameters.

2. The following lines form the sides of a quadrilateral:

$$L_1 \equiv x - 2y = 0; \quad L_2 \equiv 2x - 3y + 4 = 0; \quad L_3 \equiv 2x - y - 4 = 0; \\ L_4 \equiv x + y = 0.$$

(a) Prove that $L_1L_2 + kL_3L_4 = 0$ is a family of curves passing through the vertices of the quadrilateral.

(b) Find the member of this family in whose equation the coefficient of xy is 0.

3. A straight line cuts a hyperbola at the points P and P' and its asymptotes at the points Q and Q' . Prove that the mid-point of PP' is also the mid-point of QQ' .

4. (a) The base BC of a triangle ABC is fixed and the angle B is double the angle C . Find the locus of A .

(b) On the base of the triangle of (a) a segment of a circle containing the angle $180^\circ - A$ is drawn. Show that the angle A can be trisected by use of this segment and the locus referred to in (a).

[OVER]

5. It is given that $\sin (y+z-x)$, $\sin (z+x-y)$, and $\sin (x+y-z)$ are in arithmetic progression. Show that, when $\tan x$, $\tan y$, and $\tan z$ exist, they are in arithmetic progression.

6. Given an acute angle A , find the value of θ in the range 0 to π for which $\sin \theta \cos (A-\theta)$ is greatest.

7. A semi-circle is described on the diameter AB of length $2a$, and from the centre O a radius OC is drawn, making an angle 2θ with OA . Circles are inscribed in the triangles OBC and OAC . Show that the distance between the centres of the inscribed circles is

$$a \sqrt{\frac{2 - \sin 2\theta}{(1 + \sin \theta)(1 + \cos \theta)}}.$$

8. A uniform plank of length $2a$ and weight W is balanced on a fixed circular cylinder whose axis is horizontal and perpendicular to the length of the plank. A weight W' is attached to one end of the plank, which now seeks a new position of equilibrium. Show that the plank will not slide off the cylinder, provided W' is less than $Wb\theta/(a-b\theta)$, where b is the radius of the cylinder and $\tan \theta = \mu$ is the coefficient of friction between the plank and the cylinder.

9. Show that the sum of n terms of the geometric progression

$$a + ar + ar^2 + \dots$$

and the sum of n terms of the geometric progression

$$a - ar + ar^2 - \dots$$

have as product the sum of n terms of the geometric progression

$$a^2 + a^2r^2 + a^2r^4 + \dots,$$

provided n is odd.

10. Given that x is positive but different from 1 , and also that n is a positive integer, show that

$$\frac{x^n - 1}{n} < \frac{x^{n+1} - 1}{n+1}.$$

11. (a) Given that $x+a+\sqrt{a^2-b}=0$, where x is not 0, verify that

$$x + \frac{b}{x} + 2a = 0.$$

(b) Given that $y=px+q$, where $x+a+\sqrt{a^2-b}=0$, verify that

$$y + (ap - q) + \sqrt{(ap - q)^2 - (bp^2 - 2apq + q^2)} = 0,$$

and, if y is not 0, deduce that

$$y + \frac{bp^2 - 2apq + q^2}{y} + 2(ap - q) = 0.$$

12. (a) Given that

$$T_n = \frac{1}{\sqrt{5}} \left[\left(\frac{1+\sqrt{5}}{2} \right)^n - \left(\frac{1-\sqrt{5}}{2} \right)^n \right]$$

for $n=1, 2, 3, \dots$, show that

$$T_n + T_{n+1} = T_{n+2}.$$

(b) Verify that $T_1=1$, $T_2=1$, $T_3=2$, and deduce that $T_4=3$ and $T_5=5$.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

BOTANY

1. (a) Make a labelled drawing to indicate the parts of a normal cell from a leaf of *Elodea* or from a filament of *Spirogyra*.

(b) Compare photosynthesis and respiration under the headings:

- (i) parts of the plant involved;
- (ii) materials used;
- (iii) materials produced;
- (iv) energy change.

(c) Giving particular attention to tissues concerned and their contents, discuss *two* ways in which stems provide for (i) support, (ii) storage.

2. (a) Explain the action of bacteria in producing *two* of their beneficial effects and *two* of their harmful effects.

(b) In not more than three lines for each, describe the habitat of

- (i) mushroom, (ii) *spirogyra*, (iii) lichen,
- (iv) fern.

3. (a) Give the names of families, *one* for each, having the following characteristics:

- (i) stamens ten, nine united;
- (ii) sepals four, petals four;
- (iii) stamens and carpels spirally arranged;
- (iv) sepals five, petals five and numerous stamens;
- (v) corolla irregular and fused;
- (vi) corolla strap-shaped or tubular;
- (vii) fruit an achene;
- (viii) stamens six of equal size;
- (ix) stamens six, four long;
- (x) perianth of six similar parts.

[OVER]

(b) Describe the fruit of one representative of each of (i) *Aceraceae*, (ii) *Leguminosae*.

4. (a) Indicate *four* adaptations in plants that assist wind pollination.

(b) In self-pollination some of the offspring may be unlike their parent. Show clearly how this may occur if a pink snapdragon is self-pollinated. (Pink is the result of blending.) What ratio would there be among a large number of differently coloured offspring? (*Indicate the meaning of any symbols used in your answer.*)

5. (a) What does "alternation of generations" mean?

(b) Using the fern as an example, show clearly where each generation begins and where it ends.

(c) In the moss (*or* liverwort) describe a method of reproduction that does not show alternation of generations.

6. (a) (i) Name *three* general functions of roots.

(ii) Why is each of these functions performed more efficiently by roots than by rhizoids?

(b) Discuss how a plant may be affected by unsuitable soil texture.

(c) Describe an experiment that demonstrates the region of elongation in a root.

(d) Show *three* ways in which animals may affect plants beneficially.

7. Discuss the differences between reproduction in angiosperms and gymnosperms with reference to the structures and processes involved.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

ZOOLOGY

NOTE. *The Presiding Officer will provide two gummed sheets of outline drawings to be used in answering question 7. The sheets are to be fastened on two unused right hand (lined) pages in the examination book, immediately to the right of the margin.*

1. (a) Name an insect belonging to the Order Odonata.
(b) Describe the grasshopper under the headings:
 - (i) structure of mouth parts;
 - (ii) methods of feeding;
 - (iii) wings.(c) In not more than 100 words, outline the life history of the squash bug.
2. (a) Prepare a labelled drawing to illustrate the external features of a perch (*or* goldfish) as viewed from the left side.
(b) Describe how a perch (*or* goldfish) uses its fins for (i) swimming, (ii) steering, (iii) maintaining equilibrium.
(c) Explain how a frog takes air into and expels air from its lungs.
3. (a) Give *four* reasons why water is necessary for the functioning of the animal body.
(b) Define *vitamin*, *reflex arc*, *assimilation*, *villus*.

[OVER]

- (c) (i) Name enzymes, *one* for each, secreted by the salivary glands, the gastric glands, and the pancreas.
- (ii) For each of *two* of the enzymes listed in your answer to (i), state the particular food upon which it acts and the end product or products of its activity.

4. (a) List *three* ways in which mammals resemble reptiles and *three* ways in which they differ from reptiles.

(b) Make a labelled drawing to illustrate the internal structure of the heart and the emergent arterial trunks in a frog, as observed from the ventral surface. (*Use arrows to indicate the direction of blood flow.*)

5. (a) Give the function of each of *five* of the following: Eustachian tube; cerebrum; iris; islet of Langerhans; medulla oblongata; cochlea; thyroid.

(b) Describe

- (i) the process of excretion in *either* an amoeba or a paramoecium,
- (ii) the processes by which the kidney of a mammal removes waste substances from the blood.

6. (a) Give an account of the structure and the mode of action of the appendages of a crayfish which are used for (i) crawling, (ii) swimming.

(b) List *five* differences between insects and spiders.

(c) For each of *three* of epithelium, striated muscle, cartilage, and nervous tissue, state

- (i) *one* place in the body where the tissue occurs,
- (ii) *one* function it performs in the location given in your answer to (i).

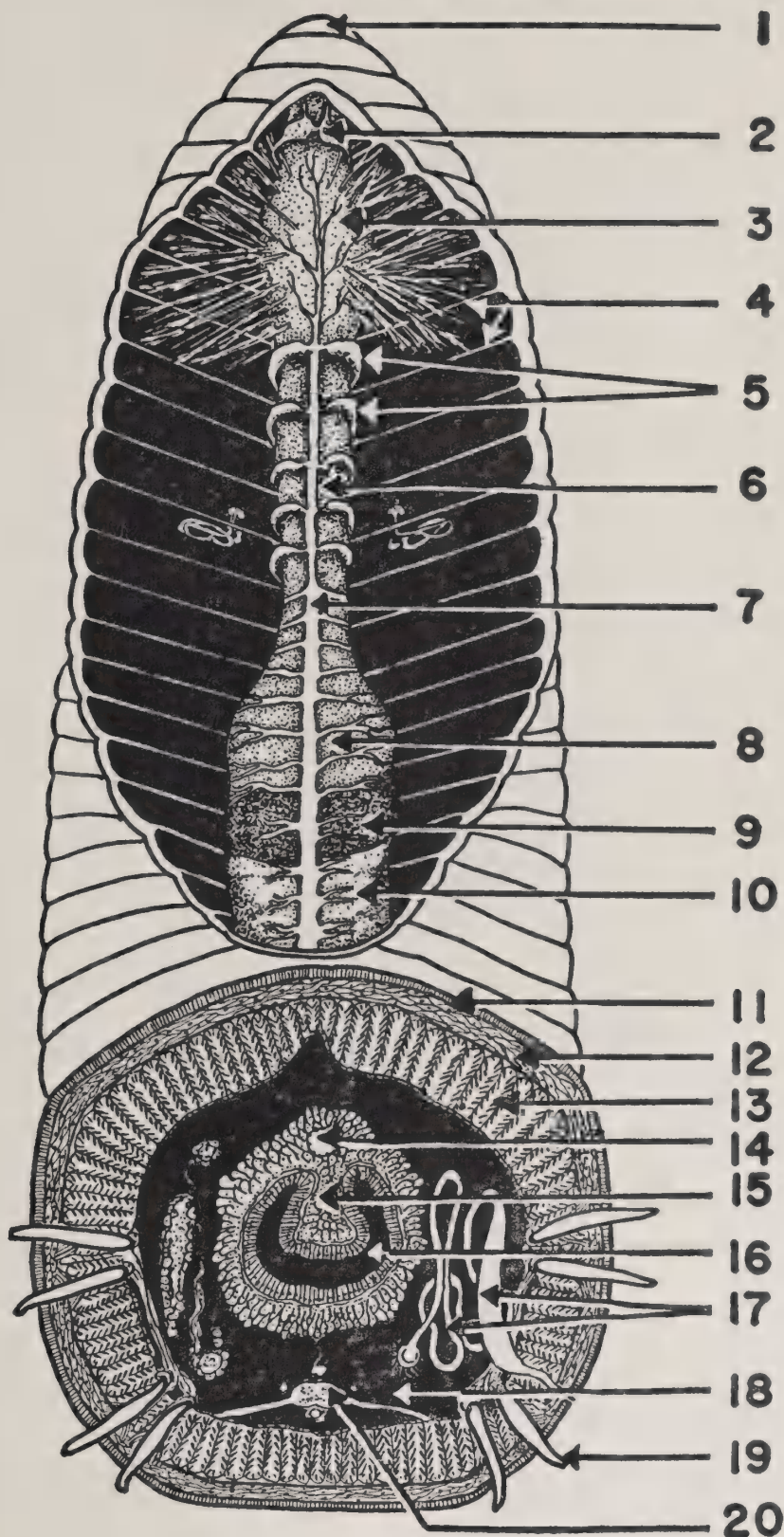
7. For each of the *two* drawings supplied,

(a) insert on the blank line at the top of the sheet a descriptive title,

(b) insert after the appropriate numbers the names of the parts indicated by arrows.

QUESTION 7

(a)

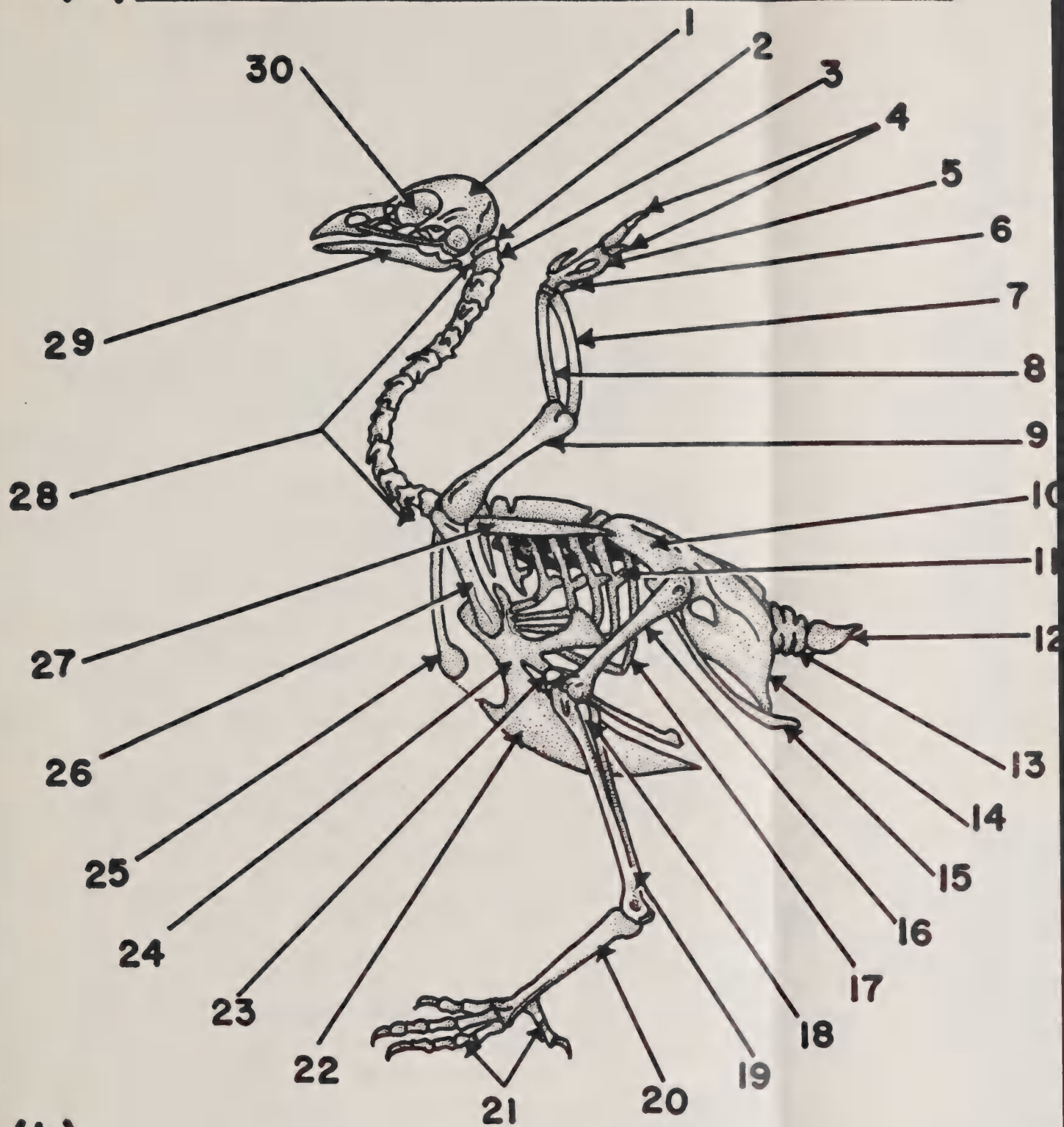


(b)

1	8	15
2	9	16
3	10	17

QUESTION 7

(a) _____



(b)

1 _____

2 _____

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Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

PHYSICS

1. A stone weighing 0.216 lb. lies at the edge of a bridge. A boy kicks the stone off the bridge horizontally at a speed of 12.6 ft. per sec. In 2.00 sec. the stone hits the water.

Calculate:

- (a) the height of the bridge above the water;
 - (b) the horizontal distance passed over by the stone to the moment when it hits the water;
 - (c) the horizontal momentum of the stone as it leaves the bridge;
 - (d) the horizontal momentum of the stone as it hits the water.
- (Acceleration due to gravity = 32 ft. per sec. per sec.)

2. (a) (i) State Newton's First Law of Motion.
(ii) Explain how this law applies to shovelling coal into a furnace.
- (b) (i) State Newton's Second Law of Motion.
(ii) A 128-lb. box, P, and a 160-lb. box, Q, lie in contact on a smooth level surface. A horizontal force, F, in the line of the boxes, is applied against P, by which both boxes are given an acceleration of 6.00 ft. per sec. per sec. Calculate the force F.
- (c) (i) State Newton's Third Law of Motion.
(ii) Calculate the force with which box Q pushes on box P in the situation described in (b) (ii).

[OVER]

3. (i) A train goes round an unbanked railway curve.
(ii) An automobile goes round an unbanked highway curve.
(iii) A boy stands on a moving swing.

In each of these three cases state

(a) upon what body, what part of the body, and in what direction the *centripetal* force acts,

(b) upon what body and in what direction the *centrifugal* force acts.

4. (a) Describe and explain how a gold-leaf electroscope is charged negatively by induction.

(b) An insulated conductor has a capacitance of 5.00×10^{-6} microfarad and it carries a positive charge of 3.75×10^{-9} coulomb. Calculate the potential of the conductor.

5. A condensing electroscope is charged with positive electricity when the earthed plate is $\frac{1}{4}$ cm. from the electroscope plate. The source of charge is then removed and the earthed plate is withdrawn some distance from the electroscope plate.

(a) Describe the distribution of electrons

(i) before the earthed plate is withdrawn,

(ii) after the earthed plate is withdrawn.

(b) Explain why the potential of the electroscope is higher after the earthed plate is withdrawn.

6. A diode tube is used to supply rectified current from the 60-cycle alternating-current mains. Make a labelled diagram of the circuit.

7. (a) Distinguish between longitudinal and transverse waves, and give an example of each kind.

(b) A tuning fork is sounded over a closed resonance tube which can be changed in length. The first resonance occurs at a length A and the second at a length B, 50.5 cm. longer than A.

(i) With the aid of a diagram show the character of the standing wave in the longer air column.

(ii) Taking the velocity of sound in air to be 340 metres per sec., calculate the frequency of the fork.

8. Under normal atmospheric conditions the potential in the atmosphere near the earth's surface rises 80 volts for every metre increase in elevation.

- (i) In what direction will free electrons in the atmosphere move?
- (ii) The charge on an electron is 1.60×10^{-19} coulomb. Calculate the loss in electric potential energy of a free electron which moves through 10 metres in the atmosphere.

9. (a) A thin convex lens forms a real image whose linear dimensions are *three* times those of the object. Given that the focal length of the lens is 30 cm., calculate the positions of the object and image, respectively.

(b) The index of refraction from air to water is 1.33. The yellow sodium light has 43,000 wave-lengths in each inch of its path in air. Calculate the number of wave-lengths in an inch of its path in water.

10. (a) The engine of a 3200-ton train supplies a tractive force which just balances the friction of the train. On a straight level track the speed of the train is 60.0 ft. per sec.

Calculate:

- (i) the kinetic energy of the train;
- (ii) the kinetic energy of the train when it has reached the top of a 2000-ft.-long grade which rises 6 inches for every 100 ft. of track.

(b) The steam is shut off from the engine of this train when it is again on a level straight track after climbing the grade. Frictional resistance to the motion of the train is 12.5 tons. The brakes are applied and the train brought to rest, at a uniform acceleration, in a distance of one mile.

Calculate:

- (i) the average horsepower developed by the total friction during the stopping period;
- (ii) the heat developed by the *brakes* during the stopping period.

(The mechanical equivalent of heat is 778 ft.-lb. per B.T.U.)

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

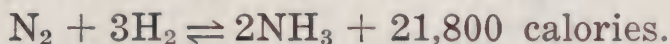
CHEMISTRY

1. (a) Compare the reaction of concentrated sulphuric acid on sodium chloride, on sodium bromide, and on sodium iodide. Write equations and explain any significant differences in these reactions.

(b) Explain why magnesium and calcium exhibit similar chemical reactions.

(c) Write equations, *one* for each, for the reactions that occur when (i) a strong base is added to zinc hydroxide, (ii) a strong acid is added to zinc hydroxide.

2. (a) State the effect of an increase in pressure on the concentration of ammonia present at equilibrium in the reaction represented by the following equation:



Give reasons for your answer.

(b) Define the italicized term in the following sentence:

The *vapour pressure* of a 10% by weight sugar solution is 13.2 mm. at 20°C.

(c) What is an alloy? Give the names and qualitative compositions of *two* alloys.

(d) Describe briefly how steel is tempered.

3. (a) State the "valence" of

- (i) nitrogen in NH_4OH ,
- (ii) manganese in KMnO_4 .

[OVER]

(b) Make labelled diagrams, *one* for each, according to the Bohr concept, of

- (i) an ordinary hydrogen atom,
- (ii) a heavy hydrogen atom,
- (iii) a hydrogen ion.

(c) State the meaning of the terms *concentration* and *strength* as applied to basic solutions. Illustrate your answer by examples.

4. (a) In an unknown volume of water 11.2 grams of potassium hydroxide are dissolved. Calculate the volume of 0.2N hydrochloric acid that would be required to neutralize this solution.

$$(Cl=35.5, H=1, K=39, O=16)$$

(b) Give the chemical reaction involved in the softening of permanently hard water by the use of sodium carbonate.

(c) Write the formula and state an important use for each of the following salts:

- (i) hydrogen peroxide;
- (ii) calcium cyanamide;
- (iii) saltpetre.

5. (a) State the Law of Reacting Weights.

(b) By means of a calculation, show whether dry air or air with a high relative humidity is the heavier, under the same conditions of temperature and pressure.

$$(H=1, N=14, O=16)$$

(c) Write equations for the reactions that occur in the following experiments:

- (i) hot concentrated sulphuric acid is added to copper turnings;
- (ii) concentrated nitric acid is added to copper turnings.

6. (a) State the colour of the precipitate obtained when aqueous solutions of the following are mixed:

- (i) potassium dichromate with lead nitrate;
- (ii) potassium ferricyanide with iron(II) sulphate (ferrous sulphate);
- (iii) ammonium sulphide with zinc nitrate;
- (iv) barium chloride with sodium sulphate.

(b) Write the formula for an oxide of antimony and the formula for a hydride of phosphorus.

(c) Write equations, *one* for each, which show how

- (i) a ferrous salt can be converted into a ferric salt,
- (ii) a ferric salt can be converted into a ferrous salt.

7. (a) Give the name and the formula of an important ore of each of the following metals:

- (i) lead, (ii) zinc, (iii) iron.

(b) Give *two* reasons for regarding a solution of soap in water as a colloid.

(c) Define *oxidizing agent* in terms of electron transfer.

8. (a) Calculate the volume of carbon dioxide produced at standard temperature and pressure by the complete combustion of 10 g. of glucose.

$$(C=12, H=1, O=16)$$

(b) Describe the manufacture of soap.

(c) Define *fractional distillation*. Give an example of a commercial process in which it is used.

(d) State the chemicals used in the commercial preparation of (i) ethyl alcohol, (ii) acetic acid.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

LATIN AUTHORS, GRAMMAR, AND SIGHT TRANSLATION

A

1. Translate into English:

(a) Ei negotium dedit ut quidquid Halunti esset argenti caelati omne statim ad mare ex oppido deportaretur. Ascendit in oppidum Archagathus. Homo nobilis, qui a suis amari vellet, ferebat graviter illam sibi ab isto
5 provinciam datam, nec quid faceret habebat; pronuntiat quid sibi imperatum esset; iubet omnes proferre quod haberent.

(b) Rex maximo conventu Syracusis in foro flens ac deos hominesque contestans clamare coepit candelabrum
10 factum e gemmis, quod in Capitolium missurus esset, quod in templo clarissimo populo Romano monumentum suae societatis amicitiaeque esse voluisset, id sibi C. Verrem abstulisse; de ceteris operibus ex auro et gemmis se non laborare; hoc sibi eripi miserum esse et indignum.

15 (c) Nihil in aedibus, nihil in hortis posuit, nihil in suburbano; putavit, si urbis ornamenta domum suam non contulisset, domum suam ornamento urbi futuram. Syracusis autem permulta atque egregia reliquit; deum vero nullum violavit, nullum attigit. Conferte Verrem,
20 non ut hominem cum homine comparetis, ne qua tali viro mortuo fiat iniuria, sed ut pacem cum bello, leges cum vi, forum et iuris dictionem cum ferro et armis, adventum et comitatum cum exercitu et victoria conferatis.

2. State and account for the case of *argenti* (l. 2), *Syracusis* (l. 8), *sibi* (l. 14), *ornamento* (l. 17).

[OVER]

3. (a) State and account for the mood of *vellet* (l. 4), *imperatum esset* (l. 6), *fiat* (l. 21).

(b) Identify, and explain the grammatical relation of *eripi* (l. 14).

4. (a) Identify the person referred to as *rex* in line 8.

(b) Name the person with whom Cicero is comparing Verres in 1 (c).

B

5. Translate into English:

(a) quandoquidem fortuna mihi tete abstulit ipsum,
heu miser indigne frater adempte mihi,
nunc tamen interea haec prisco quae more parentum
tradita sunt tristi munere ad inferias,
5 accipe fraterno multum manantia fletu,
atque in perpetuum, frater, ave atque vale.

(b) Virtus, recludens immeritis mori
caelum, negata temptat iter via,
coetusque vulgares et udam
10 spernit humum fugiente penna.

(c) demitto auriculas, ut iniquae mentis asellus,
cum gravius dorso subiit onus. incipit ille:
“si bene me novi, non Viscum pluris amicum,
non Varium facies: nam quis me scribere plures
15 aut citius possit versus?”

(d) instant ardentes Tyrii: pars ducere muros
molirique arcem et manibus subvolvere saxa,
pars aptare locum tecto et concludere sulco;
iura magistratusque legunt sanctumque senatum.

(e) 20 “infelix Dido, verus mihi nuntius ergo
venerat extinctam ferroque extrema secutam?
funeris heu tibi causa fui? per sidera iuro,
per superos et si qua fides tellure sub ima est,
invitus, regina, tuo de litore cessi.”

6. (a) Name the author of 5 (b). What qualities does he praise in the poem from which this extract is taken?

(b) In about five lines, state the feelings aroused in Aeneas by the scene depicted in 5 (d) and give the reasons for his feelings.

(c) Name the speaker in 5 (e) and the place in which the speech is delivered.

7. Write out lines 1-2 (*quandoquidem....mihi*), and lines 7-10 (*Virtus....penna*). Mark the scansion. Name the metres.

8. Do not translate the following passages, but name the author of each, and, in about five lines, summarize the poem of which it forms a part:

(a) tecum ludere sicut ipsa possem
et tristes animi levare curas!

(b) Romae principis urbium
dignatur suboles inter amabiles
vatum ponere me choros,
et iam dente minus mordeor invido.

C

9. Translate into English:

(In a council of war Galba decides to defend his camp, which is attacked by the enemy.)

His nuntiis acceptis Galba, cum neque opus hibernorum munitionesque plene essent perfectae neque de frumento reliquoque commeatu satis esset provisum, quod deditioe facta obsidibusque acceptis nihil de bello timendum existimaverat, consilio celeriter convocato sententias exquirere coepit. Quo in consilio, cum tantum repentini periculi praeter opinionem accidisset ac iam omnia fere superiora loca multitudine armatorum completa conspicerentur neque subsidio veniri neque commeatus supportari interclusis itineribus possent, prope iam desperata salute non nullae eius modi sententiae dicebantur, ut impedimentis relictis eruptione facta eisdem itineribus quibus eo pervenissent ad salutem contenderent. Maiori tamen parti placuit, hoc reservato ad extremum casum consilio, interim rei eventum exspectare et castra defendere. Brevi spatio interiecto, vix ut iis rebus quas constituissent administrandis tempus daretur, hostes ex omnibus partibus signo dato concurrere, lapides in vallum conicere. Nostri primo integris viribus fortiter pugnare neque ullum frustra telum ex loco superiore mittere, et quaecumque pars castrorum nudata defensoribus premi videbatur, eo occurrere et auxilium ferre.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

LATIN COMPOSITION AND CAESAR

NOTE. Candidates should write only on alternate lines.

1. Translate into English:

Reperiebat etiam in quaerendo Caesar, quod proelium equestre adversum paucis ante diebus esset factum, initium fugae factum a Dumnorige atque eius equitibus (nam equitatu quem auxilio Caesari Haedui miserant
5 Dumnorix praeerat); eorum fuga reliquum esse equitatum perterritum.

Quibus rebus cognitis, cum ad has suspensiones certissimae res accederent, quod per fines Sequanorum Helvetios traduxisset, quod obsides inter eos dandos curasset,
10 quod ea omnia non modo iniussu suo et civitatis sed etiam inscientibus ipsis fecisset, quod a magistratu Haeduorum accusaretur, satis esse causae arbitrabatur quare in eum aut ipse animadverteret aut civitatem animadvertere iuberet. His omnibus rebus unum repugnabat, quod Divi-
15 ciaci fratris summum in populum Romanum studium, summam in se voluntatem, egregiam fidem, iustitiam, temperantiam cognoverat; nam ne eius supplicio Divi-
ciaci animum offenderet verebatur.

(a) State and account for the case of *diebus* (l. 2), *fugae* (l. 3), *Caesari* (l. 4).

(b) State and account for the mood of *esset factum* (l. 2), *traduxisset* (l. 9), *offenderet* (l. 18).

(c) Identify, and give the principal parts of *reperiebat* (l. 1), *quaerendo* (l. 1), *cognoverat* (l. 17).

(d) Explain the reference in *proelium* (l. 1). How did Caesar deal with the difficulty mentioned in lines 14-18?

2. Translate into Latin:

(a) Do not surrender as if there were no hope.

(b) They said they would not delay against his wishes.

[OVER]

- (c) If friends could be bought, who would be happier than rich men?
- (d) This city is the same as it always has been.
- (e) It seems to me that he is a man very experienced in business.

3. Translate into Latin:

(a) Since their crimes are so trivial, do you not hope that the prisoners will be spared?

(b) If we must put one man in charge of the fleet (*Use passive periphrastic.*), who is more worthy to be named than Labienus?

(c) He asked them if they remembered that former valour which they had displayed on many occasions.

(d) They shouted loudly that they had nothing left except life and that no one was going to take that from them.

(e) Caesar drew up his line, encouraged his men, and joined battle; they hurled their javelins so fiercely that all of the Helvetians fled to avoid destruction.

4. Translate into Latin:

Caesar had the ability to make a difficult situation easy, as we may observe from many of his exploits. When the army did not have enough grain, he called together as many chiefs of the Haeduians as were with him, and, on being informed by them that certain men were hindering the common people from collecting grain, persuaded the rest to obey him. On the very same day his scouts reported that the enemy had reversed their march and halted at the foot of a hill which was about eight miles distant. Caesar immediately realized that, if the Romans seized the top of the hill, they would surely win a victory, and sent forward his best legions just after midnight so that an attack might be made from all sides simultaneously. Although the enemy withdrew before they could be surrounded, they were later put to flight. Caesar sent messengers to the survivors to say: (*Use indirect discourse.*) "Do not attempt further resistance. You have learned how little hope there is of conquering the Roman people; be content, therefore, for the future with what the gods have given you."

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

GREEK AUTHORS AND GRAMMAR

1. Translate into English:

σημαίνων δὲ ταῦτα τῷ λόγῳ διέβαινε εἰς Εὐρυβιάδην, λέγων σπουδαιότερον·

“Σὺ εἰ μενεῖς αὐτοῦ καὶ μένων ἔσει ἀνὴρ ἀγαθός,—εἰ δὲ μή, ἀνατρέψεις τὴν Ἑλλάδα. τὸ πᾶν γὰρ τοῦ πολέμου ἡμῖν φέρουσιν αἱ νῆες. ἀλλ’ ἐμοὶ πείθου. εἰ δὲ ταῦτα μὴ ποιήσεις, ἡμεῖς μὲν, ὥς ἔχομεν, ἀναλαβόντες τοὺς οἰκέτας κομιούμεθα εἰς Σῆριν τὴν ἐν Ἰταλίᾳ, ἣ ἡμετέρα ἐστὶν ἐκ παλαιοῦ· καὶ τὰ λόγια λέγει ὑφ’ ἡμῶν αὐτὴν δεῖν οἰκισθῆναι. ὑμεῖς δὲ συμμάχους τοιούσδε ἀπολέσαντες μνησθήσεσθε τῶν ἐμῶν λόγων.”

- (a) Identify, and give the principal parts of μενεῖς (l. 3), πείθου (l. 5), ἀναλαβόντες (l. 6).
- (b) Account for the case of λόγῳ (l. 1), ἡμῖν (l. 4), αὐτὴν (l. 8).
- (c) Account for the mood and tense of ποιήσεις (l. 5).
- (d) State what Herodotus tells us of Themistocles.

2. Translate into English:

ὁπότε γὰρ τινα ἴδοι Ξέρξης τῶν ἑαυτοῦ ἔργων τι ἀποδεικνύμενον ἐν τῇ ναυμαχίᾳ, καθήμενος ὑπὸ τῷ ὄρει τῷ ἐναντίῳ Σαλαμῖνος, ἐπυνθάνετο τὸν ποιήσαντα· καὶ οἱ γραμματισταὶ ἀνέγραφον πατρόθεν τὸν τριήραρχον καὶ τὴν πόλιν.

5 Τῶν δὲ βαρβάρων εἰς φυγὴν τραπομένων καὶ ἐκπλεόντων πρὸς τὸ Φάληρον, Αἰγινῆται ὑποστάντες ἐν τῷ πορθμῷ ἔργα ἀπεδείξαντο λόγου ἄξια. οἱ μὲν γὰρ Ἀθηναῖοι ἐν τῷ θορύβῳ ἠφάνιζον τὰς τε ἀνθισταμένας καὶ τὰς φευγούσας τῶν νεῶν, οἱ δὲ Αἰγινῆται τὰς ἐκπλεούσας. ὁπότε δὲ τινες τοὺς Ἀθηναίους διαφεύγοιεν,
10 φερόμενοι εἰσέπιπτον εἰς τοὺς Αἰγινήτας.

- (a) Identify, and give the principal parts of ἴδοι (l. 1), ἐπυνθάνετο (l. 3), τραπομένων (l. 5), ὑποστάντες (l. 6).
- (b) Account for the mood of διαφεύγοιεν (l. 9).
- (c) Account for the case of νεῶν (l. 8).

[OVER]

3. Translate into English:

“Τὸ μὲν φοβεῖσθαι Λακεδαιμονίους μὴ ὁμολογήσωμεν τῷ βαρ-
 βάρῳ μάλιστα ἀνθρωπείον ἦν. ἀλλὰ αἰσchrῶς γε δοκεῖτε, ἐπιστά-
 μενοι τὸ Ἀθηναίων φρόνημα, ὀρρωδεῖν· ὅτι οὔτε χρυσός ἐστι γῆς
 οὐδαμοῦ τοσοῦτος οὔτε χώρα κάλλει καὶ ἀρετῇ οὔτως ὑπερβάλ-
 5 λουσα, ἃ ἡμεῖς δεξάμενοι ἐθέλοισιν ἂν καταδουλώσαι τὴν Ἑλ-
 λάδα. πολλά τε γὰρ καὶ μεγάλα ἐστὶ τὰ κωλύοντα ταῦτα μὴ
 ποιεῖν,—πρῶτα μὲν καὶ μέγιστα τῶν θεῶν τὰ ἀγάλματα καὶ τὰ
 οἰκήματα κατακαυθέντα, οἷς ἡμᾶς ἀναγκαίως ἔχει τιμωρεῖν εἰς τὰ
 μέγιστα· ἔπειτα δὲ τὸ Ἑλληνικόν, ὃν ὅμαιμόν τε καὶ ὁμόγλωττον,
 10 καὶ θεῶν ἱερὰ κοινὰ καὶ θυσίαι ἤθη τε ὁμότροπα· ὧν προδότας
 γενέσθαι Ἀθηναίους οὐκ ἂν εὖ ἔχοι.”

- (a) Account for the case of κάλλει (l. 4), ὧν (l. 10).
- (b) Account for the tense of ὁμολογήσωμεν (l. 1).
- (c) Account for the mood of ἐθέλοισιν (l. 5).
- (d) Explain the use of μὴ (l. 6).

4. Translate into English:

νῆες μὲν μοι ἔποντο δυνώδεκα, ἐς δὲ ἐκάστην
 ἐννέα λάγχανον αἶγες· ἐμοὶ δὲ δέκ' ἔξελον οἴῳ.
 ὥς τότε μὲν πρόπαν ἡμαρ ἐς ἥελιον καταδύντα
 ἡμεθα δαινύμενοι κρέατ' ἄσπετα καὶ μέθυ ἡδύ.
 5 οὐ γάρ πω νηῶν ἐξέφθιτο οἶνος ἐρυθρός,
 ἀλλ' ἐνέην· πολλὸν γὰρ ἐν ἀμφιφορεῦσιν ἕκαστοι
 ἠφύσαμεν Κικόνων ἱερὸν πτολίεθρον ἐλόντες.
 Κυκλώπων δ' ἐς γαίαν ἐλεύσσομεν ἐγγὺς ἐόντων,
 καπνόν τ' αὐτῶν τε φθογγὴν δίῳν τε καὶ αἰγῶν.

- (a) Give the Attic equivalents of ἔποντο (l. 1), πολλὸν (l. 6).
- (b) Identify καταδύντα (l. 3).
- (c) Account for the case of νηῶν (l. 5).
- (d) Name the figure of speech in lines 8 and 9.
- (e) Who were the Cicones?

5. Translate into English:

αὐτίκα δ' ἡμισυ μὲν θρέψας λευκοῖο γάλακτος
 πλεκτοῖς ἐν ταλάροισιν ἀμησάμενος κατέθηκεν,
 ἡμισυ δ' αὖτ' ἔστησεν ἐν ἄγγεσιν, ὅφρα οἱ εἴη
 πίνειν αἰνυμένῳ καὶ οἱ ποτιδόρπιον εἶη.
 5 αὐτὰρ ἐπεὶ δὴ σπεῦσε πονησάμενος τὰ ἃ ἔργα,
 καὶ τότε πῦρ ἀνέκαιε καὶ εἰσίδεν, εἶρετο δ' ἡμέας·
 “ὦ ξεῖνοι, τίνες ἐστέ; πόθεν πλεῖθ' ὑγρά κέλευθα;
 ἦ τι κατὰ πρῆξιν, ἦ μαψιδίως ἀλάλησθε
 οἷά τε ληιστῆρες ὑπεῖρ ἄλλα, τοί τ' ἀλόωνται
 10 ψυχὰς παρθέμενοι, κακὸν ἀλλοδαποῖσι φέροντες;”

- (a) Give the Attic equivalent of $\tilde{a}$ (l. 5).
- (b) Identify τοί (l. 9), and state its use.
- (c) Identify, and explain the form ἀλόωνται (l. 9).
- (d) Account for the mood of πίνειν (l. 4).
- (e) Scan lines 6, 7, 8 and 9.

6. Translate into English:

“κριὲ πέπον, τί μοι ὦδε διὰ σπέος ἔσσυο μήλων
 ὕστατος; οὐ τι πάρος γε λελειμμένος ἔρχεται οἰῶν,
 ἀλλὰ πολὺ πρῶτος νέμει τέρειν’ ἀνθεα ποίης
 μακρὰ βιβάς, πρῶτος δὲ ῥοὰς ποταμῶν ἀφικάνεις,
 5 πρῶτος δὲ σταθμόνδε λιλαίει ἀπονέεσθαι
 ἐσπέριος· νῦν αὖτε πανύστατος. ἦ σύ γ’ ἄνακτος
 ὀφθαλμὸν ποθέεις, τὸν ἀνὴρ κακὸς ἐξαλάωσε
 σὺν λυγροῖς ἐτάροισι, δαμασσάμενος φρένας οἴνω,
 Οὔτις, ὃν οὐ πῶ φημι πεφυγμένον εἶναι ὄλεθρον.
 10 εἰ δὲ ὁμοφρονέοις ποτιφωνήεις τε γένοιο
 εἰπεῖν, ὅππῃ κείνος ἐμὸν μένος ἡλασκάζει·
 τῷ κέ οἱ ἐγκέφαλός γε διὰ σπέος ἄλλυδις ἄλλη
 θεινομένου ῥαίοιτο πρὸς οὔδει, καὶ δέ κ’ ἐμὸν κῆρ
 λωφήσειε κακῶν, τὰ μοι οὐτιδανὸς πόρεν Οὔτις.”

- (a) Account for the case of μοι (l. 1), οἰῶν (l. 2), οἱ (l. 12).
- (b) Identify δαμασσάμενος (l. 8).
- (c) Account for the mood of ῥαίοιτο (l. 13).

7. Discuss Homer’s characterization of Polyphemos.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

GREEK COMPOSITION AND SIGHT TRANSLATION

A

Translate into Greek:

1. If the Athenians had not possessed so many ships, the enemy would easily have conquered the Greeks.

2. Although the general knew that the messengers were lying, he asked them whether they were willing to go out on the following day.

3. If a man advises the Persians not to begin a war, he always appears to them a coward.

4. Some he released on condition that they fight no longer; others he killed in order that the rest might be more afraid.

5. Those men did not escape before we shot a few of them.

6. The storm was such that everyone was in danger of losing his life.

7. Surely you will not rest until you come to the end of the journey?

8. Do not distrust the gods on account of one disaster, but let us wait for five days before becoming frightened.

9. We shall not send horsemen to assist our allies unless they hear of our success.

10. We must guard these men, who are planning to sail away from the island during the night.

[OVER]

B

Translate into English:

(*Coes of Mytilene advises Darius not to destroy his bridge behind him.*)

Δαρείος δὲ ὡς ἀφίκετο καὶ ὁ πεζὸς ἅμ' αὐτῷ στρατὸς ἐπὶ τὸν Ἰστρον, ἐνταῦθα διαβάντων πάντων Δαρείος ἐκέλευσε τοὺς Ἴωνας τὴν σχεδίαν λύσαντας ἔπεσθαι κατ' ἡπειρον ἑαυτῷ καὶ τὸν ἐκ τῶν νεῶν στρατόν. μελλόντων δὲ τῶν Ἰώνων λύειν καὶ ποιεῖν τὰ κελευόμενα Κῶης ὁ Ἐρξάνδρου στρατηγὸς ὢν Μυτιληναίων ἔλεξε Δαρείῳ τάδε, πυθόμενος πρότερον, εἰ αὐτῷ φίλον εἴη γνώμην δέχεσθαι παρὰ τοῦ βουλομένου ἀποδείκνυσθαι. ὦ βασιλεῦ, ἐπὶ γῆν γὰρ μέλλεις στρατεύεσθαι ἧς οὔτε ἀρηρομένον φανήσεται οὐδὲν οὔτε πόλις οἴκουμένη, σύ νυν γέφυραν ταύτην ἔα κατὰ χώραν ἐστάναι, φύλακας αὐτῆς λιπὼν τούτους, οἳ περ αὐτὴν ἔζευξαν. καὶ ἦν τε κατὰ νοῦν πράξωμεν εὖροντες Σκύθας, ἔστι ἄφοδος ἡμῖν, ἦν τε καὶ μὴ αὐτοὺς εὐρεῖν δυνώμεθα, ἧ γε ἄφοδος ἡμῖν ἀσφαλής. οὐ γὰρ ἔδειςά πω μὴ ἡττηθῶμεν ὑπὸ Σκυθῶν μάχῃ, ἀλλὰ μᾶλλον μὴ οὐ δυνάμενοι αὐτοὺς εὐρεῖν πάθωμέν τι ἀλώμενοι. καὶ τάδε λέγειν φαίη τις ἂν με ἑμαυτοῦ ἕνεκα, ὡς καταμένω. ἐγὼ δὲ γνώμην μὲν, ἦν εὕρισκον ἀρίστην σοι, βασιλεῦ, εἰς μέσον φέρω, αὐτὸς μέντοι ἔψομαί σοι καὶ οὐκ ἂν λειφθείην. πάνυ τε ἥσθη τῇ γνώμῃ Δαρείος, καὶ αὐτὸν ἡμείψατο τοῖσδε· Ξένη Λέσβιε, σωθέντος ἐμοῦ ὀπίσω εἰς οἶκον τὸν ἐμὸν ἐπιφάνηθί μοι πάντως, ἵνα σε ἀντὶ χρηστῆς συμβουλίας χρηστοῖς ἔργοις ἀμείψωμαι.

ἀρηρομένον—cultivated

ἄφοδος—way of return

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

FRENCH AUTHORS—COMPREHENSION

I. Écrivez les formes suivantes :

- (a) participe passé de
peindre, apercevoir, vivre, transmettre, naître;
- (b) troisième personne du singulier de l'indicatif présent de
jeter, s'asseoir, abattre, parcourir, devoir;
- (c) première personne du pluriel du futur de
savoir, boire, aller, pouvoir, devoir.

II. Écrivez *cinq* mots de la liste suivante qui se terminent par le son de la lettre *s* du mot *six* :

flots, petit-fils, succès, tasse, dose, puce, blouse, matelas, l'ours, dehors, dessous, astres, l'as.

III. (*French Short Stories*) Un seul mot suffit pour compléter chaque phrase ci-dessous. Écrivez une liste de ces mots. Arrangez-les dans le même ordre que les phrases.

- (a) Le pauvre jeune musicien croyait que ses amis seraient...sur le gibet de Heidelberg.
- (b) La grande peur, la véritable, est possible seulement devant une situation dangereuse et....
- (c) Maître Hauchecorne fut victime d'une faiblesse humaine qui s'appelle....
- (d) Après s'être installé dans sa nouvelle chambre, le capitaine Mercadier alla en quête d'un....
- (e) Voyant une étoile filante, le jeune berger expliqua que c'était une...qui entraînait en paradis.
- (f) Madame de Dey était en grand danger parce que son fils avait...avec les princes.
- (g) D'abord, Dominique ne paraissait pas un bon fiancé pour Françoise parce qu'il n'avait pas de...régulier.
- (h) *Le Réquisitionnaire* fut écrit par....

[TOURNEZ]

- (i) Ce qui rendait plus triste l'histoire de Dominique c'est qu'il devait...Françoise le jour du désastre.
- (j) Un jour le capitaine Mercadier fut très ému en voyant une petite fille à jambe de bois chassant devant elle une demi-douzaine d'....

IV. (*French Short Stories*)

(a) Décrivez en français la chambre du capitaine Mercadier, telle qu'elle était avant et après l'engagement de Pierrette. (Environ *cinquante* mots)

(b) Racontez en français le voyage de Stéphanette au camp du berger et son séjour là-haut. (Environ *cinquante* mots)

V. (*French Short Stories*) Répondez en français, par des phrases complètes, aux questions suivantes. N'écrivez pas plus de *vingt* mots pour chaque réponse. Il n'est pas nécessaire de répéter les mots de la question.

- (a) Pourquoi le jeune berger perdait-il la langue quand la fille de son maître lui parlait?
- (b) Qu'a fait Maître Hauchecorne en s'apercevant que son ennemi l'observait manier la chose ramassée dans la rue?
- (c) Décrivez Walter Schnaffs.
- (d) Expliquez pourquoi certains personnages de ces contes emploient parfois un français incorrect.
- (e) Qu'est-ce qu'un *maquignon*?
- (f) Quelle est l'importance de la montre dans *La Montre du Doyen*?
- (g) Quels étaient les *trois* vices du capitaine Mercadier?
- (h) Qu'espéraient les Prussiens en formulant le règlement à l'égard des non-militaires pris les armes à la main?
- (i) Quelle raison personnelle a poussé le père Merlier à accepter Dominique comme fiancé de sa fille?

VI. Lisez les passages et les questions ci-dessous. Répondez en français aux questions par des phrases complètes de *vingt* mots ou moins. Il n'est pas nécessaire de répéter les mots de la question.

(a) De tous les marchands de Venise, Fabio était le plus exact à tenir ses engagements. Comme il était très riche, il avait beaucoup d'amis, à qui il donnait des fêtes et qu'il obligeait de sa bourse. Mais il fit de grandes pertes

5 dans la guerre contre les Gênois. Il advint aussi que trente de ses navires furent capturés ou périrent dans les mers, en sorte que le magnifique Fabio fut dépouillé de toutes ses richesses. Ayant vendu son palais et sa vaisselle pour payer ses dettes, il se trouva dénué de tout. Mais habile
10 et courageux, il ne songea qu'à relever ses affaires. Il calcula que cinq cents ducats suffiraient pour tenter de nouvelles entreprises.

Fabio demanda au seigneur Bontura, le plus riche citoyen de la République, de bien vouloir lui prêter les
15 cinq cents ducats. Mais Bontura, estimant que, si l'audace procure les grands biens, la prudence seule les conserve, refusa de risquer une si grande somme. Fabio s'adressa ensuite au seigneur Morosini, qu'il avait autrefois obligé de toutes les manières.

20 —Très aimé Fabio, répondit Morosini, à d'autres je prêterais volontiers cette somme. Je n'ai point d'attachement pour les pièces d'or. Mais votre amitié m'est chère et je risquerais de la perdre en vous prêtant l'argent.

1. Pour quelles *deux* raisons Fabio a-t-il choisi ceux à qui il a demandé un prêt?
2. Trouvez dans le passage une expression ironique et expliquez-la.
3. Quelles *deux* règles donne-t-on dans ce passage pour devenir et rester riche?
4. Comment le marchand a-t-il réglé ses dettes?
5. Que lui fallait-il pour rétablir son ancienne prospérité?
6. Quels *deux* malheurs ont ruiné le héros du passage?
7. Dans quel pays se passe l'action de ce passage?

(b) On a mille exemples du dévouement absolu des ouvrières à leur souveraine. Dans toutes les catastrophes de la petite république (la chute de la ruche ou des rayons, la brutalité ou l'ignorance de l'homme, le froid, la famine,
5 la maladie même) si le peuple périt en foule, presque toujours la reine est saine et sauve et on la retrouve vivante sous les cadavres de ses filles fidèles. C'est que toutes la protègent, facilitent sa fuite, lui réservent la nourriture la plus saine et les dernières gouttes de miel.
10 Et tant qu'elle est en vie, quel que soit le désastre, le découragement n'entre pas dans la cité des abeilles. Même si vous brisez vingt fois de suite leurs rayons, leur enlevez

[TOURNEZ]

vingt fois leurs enfants et leurs vivres, vous n'arriverez pas à les faire douter de l'avenir; elles réorganiseront
15 les règlements de la colonie, se partageront à nouveau la besogne et reprendront immédiatement le travail.

1. Nommez *deux* classes d'abeilles mentionnées ici.
2. Pourquoi le terme *république* n'est-il pas tout à fait exact dans ce passage?
3. Donnez *deux* preuves pour montrer que les abeilles sont de bonnes citoyennes de leur cité.
4. Quel désastre triompherait de l'optimisme des abeilles?

(c)

Un Vieillard

J'ai fui les flots mouvants pour ce calme vallon.
Il est fertile. Un bois y est tout l'horizon
Et sa rumeur imite à l'oreille incertaine
Le bruit aérien de quelque mer lointaine
5 Qui m'apporte l'écho de mon passé marin;
Et, quand l'orme gémit et que tremble le pin,
Je crois entendre encore en leur glauque murmure
Se plaindre le cordage et craquer la mâture,
Et l'oblique sillon que je trace en marchant
10 Derrière ma charrue au travers de mon champ
Me semble, dans la glèbe épaisse, grasse et brune,
Quelque vague immobile, inerte et sans écume
Qui se gonfle, s'allonge et ne déferle pas.
Car, vieillard, j'ai quitté la mer et ses combats
15 Pour la tâche tranquille où mon labeur s'applique.
Et mon houleux matin s'achève en soir rustique.
Et, de mes noirs filets tant de fois recousus,
J'ai fait une besace où je ne porte plus
En ses mailles, mêlés à quelques feuilles sèches,
20 Que les fruits qu'offre l'herbe à ma terrestre pêche.

1. Quel métier le vieillard a-t-il pratiqué dans sa jeunesse?
2. Trouvez *deux* ressemblances entre son ancien et son nouveau métier.
3. Quel contraste existe entre les deux métiers?
4. Dans quelle sorte de lieu demeure celui qui parle?
(trois éléments)
5. Pourquoi faut-il croire que ce poème présente un homme du siècle passé?
6. *Glauque* (l. 7) signifie *bleu-vert*. Pourquoi le poète se sert-il ici de cet adjectif de couleur?
7. Écrivez l'infinitif de: *s'achève* (l. 16); *recousus* (l. 17).
8. Écrivez deux mots anglais contenant la lettre *a* dont la prononciation sera semblable à celle des *a* de *craquer* et *mâture* respectivement.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

FRENCH COMPOSITION

Memorandum to

Principals of Schools which are Examination Centres
Chief Presiding Officers
Presiding Officers in French Composition

*Advance instructions for the examination in Grade
XIII French Composition.*

1. The Principal should note that not more than twenty-five candidates may be seated in a room in which the French Composition examination is held. The rooms chosen should be acoustically satisfactory. A gymnasium or an assembly hall may not be used.

2. Where more than one classroom is required for the examination, the school's public address system may be used if the Principal is satisfied that the test can be administered satisfactorily by that method.

3. Where the school's public address system is not used, the Principal will arrange for the provision of standard 78 r.p.m. phonographs, one for each of the examination rooms, and will see that outlets are provided for electrically-operated phonographs where these are to be used.

The phonographs should be tested in the examination rooms well in advance of the examination period. Suitable needles should be provided.

The kind of electric current should be known before the equipment is connected. Some phonographs operate on either AC or DC; other machines operate on only one type, usually AC.

The examination record will be played from the outside groove toward the centre.

[OVER]

The best location for the phonograph should be determined in advance since acoustical conditions may vary considerably in different rooms.

Tone control should be set about halfway between the bass (low) and the treble (high) markings. The most suitable volume should be previously determined.

4. Phonograph records (one for each room in which French Composition is to be written) for the dictation test will be sent to the Chief Presiding Officer by express at the time the examination papers are shipped.

5. Immediately upon receipt of the package the Chief Presiding Officer shall remove the record (or records) from the corrugated wrapping by removing *all* staples, but he *shall not* break the seal on the record.

If the record is damaged in any way, the Chief Presiding Officer shall notify the Registrar of the Department of Education immediately by telephone or telegraph, but he *shall not* break the seal.

6. Before 1.00 p.m. on the day of the examination the Chief Presiding Officer shall satisfy himself that the phonograph is ready for use.

Promptly at 1.10 p.m. the Chief Presiding Officer shall hand the sealed record to the Presiding Officer, who shall then remove the seal but *shall not* put the record on the phonograph at that time.

7. Promptly at 1.15 p.m. the Presiding Officer shall, for his own information, open the envelope marked "Confidential Instructions to Presiding Officers in French Composition".

8. If the Presiding Officer finds that the record is broken, or unusable for any other reason,

(a) no mention of this fact shall be made to the candidates before 3.45 p.m.,

(b) at 3.45 p.m. the Presiding Officer shall inform the candidates that it is not possible to hold the dictation test and that allowance will be made when the papers are being marked,

(c) at 3.45 p.m. the Presiding Officer shall require the candidates to close their examination books and hand in their envelopes,

(d) at the close of the examination the Chief Presiding Officer shall return the damaged record and the wrapping to the Registrar with a report of the circumstances.

NOTE. The Presiding Officer must not vary the procedure outlined above, even in case of unforeseen interruption or delay.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

FRENCH COMPOSITION

For the Presiding Officer only

Confidential instructions re dictation material for Part A.

A. To be read by the Presiding Officer immediately upon removing this sheet from the envelope, at 1.15 p.m.

Before the beginning of the examination period at 1.30 p.m. the Presiding Officer shall see that the phonograph is in the previously determined location and make sure that it is in good running order, unless the school's public address system is being used.

When the candidates begin to write the examination, the Presiding Officer shall see that each candidate has left the first page of his examination book blank, in accordance with instructions on the examination paper.

B. The following need not be read by the Presiding Officer until after the candidates have settled down to write the examination.

Examination Procedure

1. At about 3.42 p.m., if an electric phonograph is used, the machine should be turned on, without disturbing the candidates, to allow the equipment to warm up.

2. Promptly at 3.45 p.m. the Presiding Officer shall instruct the candidates to turn to the blank page at the front of their examination books in preparation for the dictation.

3. The Presiding Officer shall then read aloud the following:

"There will be three readings of the passage: first, a reading of the whole passage, during which you will listen

[OVER]

but not write; second, a slow reading of the passage phrase by phrase, with each phrase repeated once, with punctuation, and with a long enough pause after each phrase to give you sufficient time to write it; third, a final reading of the whole passage, with punctuation, to enable you to make corrections in your work.

“Listen to the instructions given at the beginning of each reading, such as “Écoutez”, and “N’écrivez pas”, but do not write them.

“Put in the punctuation marks where indicated but do not write them in words.

“The three readings will require both sides of the record. Halfway through the second reading it will be necessary to interrupt your writing while the record is being turned. During this interruption you will have an opportunity to make corrections in what you have written.

“The record will begin with the numbers 5, 4, 3, 2, 1, for testing the volume. You will ignore those numbers, as they are not part of the dictation.”

4. The Presiding Officer shall then put the record in place with the first side up, start the machine and, if necessary, adjust the volume while the testing strip at the beginning of the first side of the record, 5, 4, 3, 2, 1, is being played.

5. When the Presiding Officer is about to turn the record he shall say:

“I am about to turn the record. You will now have two minutes to make corrections in what you have already written.”

6. The two minutes shall be allowed from the time the Presiding Officer stops speaking.

7. At the end of the two-minute pause the Presiding Officer shall say:

“The dictation will now be resumed.”

8. At the conclusion of the third reading the Presiding Officer shall say:

“Two minutes will now be given for final corrections.”

9. At the end of this two-minute period the Presiding Officer shall instruct the candidates to close their examination books immediately.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

FRENCH COMPOSITION

NOTE: *All answers are to be written in French, all numbers in the sentences in words. No name shall be used which might indicate the examination centre.*

A

The last fifteen minutes of the examination period will be devoted to dictation. *Candidates will leave the first page of their examination books blank for the dictation.* Promptly at 3.45 p.m. the Presiding Officer will instruct the candidates to turn to the blank page at the front of their examination books in preparation for the dictation.

B

Écrivez les phrases suivantes en remplaçant les tirets ou les mots en italique par des pronoms convenables, avec des prépositions s'il le faut. Faites tous les autres changements nécessaires.

1. Il est arrivé sans *son ami*.
2. Son ami et *votre ami* se connaissent.
3. Ce jeune homme et *Henri* se connaissent depuis longtemps.
4. C'est le jeune homme — nous parlions.
5. Vous avez vu *Henri et son ami* au cinéma hier soir.
6. C'est le jeune homme au père — vous avez demandé *des renseignements*.
7. Dites à *Henri* votre nom.
8. Allez au cinéma avec *Henri et son ami*.
9. Ce sont *Henri et son ami* — ont suggéré cela.
10. Merci, j'ai déjà vu jouer *cet acteur*, et aussi *la dame* qui joue avec lui.

[TOURNEZ]

C

En vous servant de phrases complètes, donnez la définition de *huit* mots choisis parmi les suivants :

(modèles :

Une *cuisinière* est une femme qui prépare les repas.

Une *gare* est un endroit où les voyageurs attendent les trains.)

un sobriquet

la nuit

un pêcher

le dîner

un jardin

la veille

un auditeur

une carotte

les vacances

un menu

un soldat

un vendeur

D

Traduisez en français :

1. Last summer we went to Europe, and stayed a long time in Paris. But we also saw other cities, as well as villages and the country. Everything is old over there, not only the churches, but the houses and the streets themselves.

2. What struck us most was to see the old things and the new together. In Paris, leaving the Métro, we saw Notre-Dame Cathedral a few minutes later. In that way, we passed from the twentieth century to the twelfth in less than a quarter of an hour.

3. We ought to have known that French trains go very fast, at least as fast as ours. The one we took from Le Havre reached Paris, we thought, soon after we left Rouen. There was so much to see on the way.

4. Before you go home, I must show you some of the photographs we took. We tried to take some when the train stopped, but it was too dark to allow that. We had to wait until the next day to get good ones.

5. We made the acquaintance of several young Frenchmen. Here is the boy I wrote you about. He is still a student at the lycée, where he works very hard and learns a great deal. He is studying English, and he is interested in Canada.

E

Traduisez en français :

Walter Schnaffs had come into France in 1870. He had been there for months, and all he wanted to do was to be

a prisoner of the French. Otherwise there was too much danger that he would be killed. He was afraid of everything, especially of bayonets. He was comic and ridiculous, but that wasn't all. He missed his wife and children, and, although he had contracted debts in order to leave them a little money, he wondered what they would do if he should not come back.

One day his detachment was surprised by the enemy. Walter saved himself by jumping into a ditch, where he hid. He stayed there for two whole days, being horribly frightened whenever a rabbit or a bird made any noise.

Finally, for fear of dying from hunger, he went to a castle he saw in the distance. He looked through a window and perceived some servants sitting around a table, eating and drinking. When they noticed him, they ran to the village to bring back some soldiers, and soon Walter Schnaffs was safe in prison.

F

Écrivez, *sur toutes les deux lignes de la page*, une composition de 120 mots (au maximum 140 mots) sur *un des sujets suivants*:

1. Le plus beau voyage que j'ai jamais fait.
2. Françoise et Dominique. (Zola, *L'Attaque du Moulin*.)

Dictation Test

Printed on this paper after the examination, for record purposes.

La jeune Anglaise, étant descendue du train à la gare de Rouen, a déposé sa valise à la consigne. Une des maîtresses de son ancien lycée lui avait recommandé cette ville pour ses vacances, qu'elle voulait passer toute seule. Elle a pris son déjeuner à la terrasse d'un café-restaurant, et ensuite elle est partie à la recherche d'un hôtel. Bientôt elle en a trouvé un qui n'était pas trop cher, elle a retenu une chambre, et elle a envoyé chercher ses bagages.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

LITTÉRATURE FRANÇAISE

1. Dans *Andromaque*, quelle est l'attitude de chacun des trois confidents à l'égard du personnage principal qu'il accompagne?

2. "L'amour d'Oreste ressemble à celui d'Hermione: il devient de la haine mêlée de cruauté." Démontrez.

3. De quoi Cléone veut-elle convaincre Hermione dans les vers ci-dessous?

Vous pensez que des yeux toujours ouverts aux larmes
Se plaisent à troubler le pouvoir de vos charmes
Et qu'un cœur accablé de tant de déplaisirs
De son persécuteur ait brigué les soupirs?
Voyez si sa douleur en paraît soulagée.
Pourquoi donc les chagrins où son âme est plongée?
Contre un amant qui plaît pourquoi tant de fierté?

4. "Les soirées de Saint-Pétersbourg", par Joseph de Maistre (*Lectures Choisies*).

(a) De quel point d'observation l'auteur fait-il sa description?

(b) Énumérez les choses qu'il décrit.

(c) Quelle grande différence l'auteur remarque-t-il entre un coucher de soleil à Saint-Pétersbourg et un coucher de soleil dans les zones tempérées?

(d) Comment introduit-il sa description?

(e) Comment termine-t-il sa description?

5. (a) "Les Tarasconnais ne disaient pas la vérité, mais ne mentaient pas." Comment l'auteur de *Tartarin de Tarascon* explique-t-il cette contradiction?

(b) Faites un bref tableau des Tarasconnais se livrant à l'une de leurs deux grandes passions.

[TOURNEZ]

Avec ton parapluie bleu et tes brebis sales,
 Avec tes vêtements qui sentent le fromage,
 Tu t'en vas vers le ciel du coteau, appuyé
 Sur ton bâton de houx, de chêne ou de néflier.
 Tu suis le chien au poil dur et l'âne portant
 Les bidons ternes sur son dos saillant.
 Tu passeras devant les forgerons des villages,
 Puis tu regagneras la balsamique montagne
 Où ton troupeau paîtra comme des buissons blancs.
 Là, des vapeurs cachent les pics en se traînant.
 Là, volent des vautours au col pelé et s'allument
 Des fumées rouges dans les brumes nocturnes.
 Là, tu regarderas avec tranquillité
 L'esprit de Dieu planer sur cette immensité.

—Francis Jammes

Voici le portrait d'un berger qui mène paître ses brebis dans les Pyrénées. Notez le langage, les images, les détails réalistes de la pièce.

(a) Comment expliquez-vous que, de ces notations si simples et parfois si triviales, se dégage une si intense poésie?

(b) Donnez les *deux* seules expressions réellement poétiques dans les neuf premiers vers.

(c) Quels deux vers surtout donnent à tout le morceau son sens poétique?

7. (a) Quand et où, selon M. Marion (*Origines littéraires*), apparut la première véritable École littéraire au Canada français?

(b) Qui en était le chef?

(c) Nommez *cinq* de ses membres.

(d) Quelle revue littéraire cette École fonda-t-elle?

(e) Quel but l'École se proposait-elle?

8. Discutez sous les chefs suivants la versification du poème "Avec ton parapluie" (Question 6) :

(a) rythme;

(b) qualité des rimes;

(c) alternance;

(d) enjambement.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

COMPOSITION FRANCAISE

N. B. *Le candidat ne doit inclure dans sa copie rien qui puisse indiquer l'endroit où il subit son examen.*

1. Établissez clairement, au moyen d'explications ou de phrases, la différence de sens entre :

- (a) écale et écaille;
- (b) consumer et consommer;
- (c) anoblir et ennoblir;
- (d) recouvrir et recouvrer;
- (e) vénéneux et venimeux.

2. Faites les corrections requises :

(a) On peut aller et revenir de la ville en moins d'une heure.

(b) Nous lui avons aidé à se relever.

(c) La plume que je me sers pour vous écrire m'a été donnée par mon père.

(d) Je me rappelle de cette aventure comme si elle m'était arrivée hier.

(e) Ces images me coûtent dix sous chaque.

3. Améliorez les phrases suivantes :

(a) Il s'embarqua en qualité de mousse sur un navire.

(b) Je t'annonce que nous fêterons l'anniversaire de naissance de ma sœur, Lucie, samedi.

(c) La société donnera une représentation en l'honneur du héros, à huit heures.

(d) Une circulation mal organisée et dense est souvent la cause d'accidents.

(e) Elle aurait dû se rappeler qu'elle ne vous avait pas avertis qu'elle devait partir.

[TOURNEZ]

4. Copiez le paragraphe suivant en corrigeant, s'il y a lieu, les mots en italique :

Quelque nombreuses que soient les années qui se sont *succédé* sur nos têtes, *quelque* soit notre faiblesse, nous avons pu, appuyés sur nos bâtons, revoir nos champs *verdoyant*. Que de jours nous avons *vécu* ! Les saisons, nous les avons *vu* s'écouler plus de *quatre vingt* fois ! Mais nos âmes ont été *récréé* lorsque nous les avons *entendu*, ces hymnes de la nature. Les transports que nous avons *éprouvé*, nos langues n'ont *pu* que les balbutier ; les larmes de joie, que nous avons *laissé* couler de nos yeux, nous ont *paru* d'une douceur infinie. *Quel* délices pour nous, lorsque nous nous sommes *rappelé* les premières années de nos fils.

5. Écrivez une composition d'une page et demie à deux pages (environ 300 mots) sur l'un des sujets suivants.

(a) Une ferme abandonnée.

(b) "Je l'ai échappé belle !"

(c) Le rôle de l'habitude dans la vie.

(d) Le temps est un grand maître, il règle bien des choses.

(e) Vous avez trouvé, dans le tiroir d'un vieux meuble, une photographie ancienne et jaunie. Décrivez le personnage qu'elle représente et dites les réflexions que la photographie vous inspire.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

GERMAN AUTHORS—COMPREHENSION

NOTE. *The answers to Parts A, B, C, and D are to be written in German. The answers to Part E are to be written in English.*

A

(a) Beantworten Sie auf deutsch mit je einem oder mehreren vollständigen Sätzen folgende Fragen über „Meine sämtlichen Werke“!

1. Wie entdeckte Adolf Robinson, daß der junge Leo singen konnte?
2. Was für Erfahrungen machte Slezak als Geschäftsmann?
3. Warum veranlaßte Herr Slezak seine Frau, ihren Beruf aufzugeben?
4. Welches Kostüm hatte Herr Slezak an, als er die Miete bezahlen mußte? Wie erklärte er der Hauswirtin dieses Kostüm?
5. Warum wollte der Diener Franz kein Kölnisches Wasser mehr stehen?
6. Was für ein Sommerheim besaß die Familie Slezak?
7. Was machte die Bahnreise von Österreich nach Rumänien so unangenehm?
8. Nennen Sie zwei Mittel, die der Sänger gegen Seekrankheit benutzte!
9. Warum kam er in New York mit einer Ziege an?
10. Was für eine Enttäuschung erlebte Herr Slezak in Kanada?

(b) Beantworten Sie auf deutsch in einem Paragraphen von dreißig bis fünfzig Worten die Frage, die unter jedem Zitat aus „Meinen sämtlichen Werken“ steht!

1. „Sooft ich in Prag gastiere, erinnere ich mich mit großer Freude an mein erstes Auftreten in dieser Stadt.“

Was geschah bei dem Besuch in Prag?

[OVER]

2. „Aha, das ist der, der in Bayreuth die Bajazzo-Arie singen wollte.“

Warum fanden die Leute das so komisch?

3. „Ich wählte ein sehr trauriges ungarisches Volkslied.“

Wie wurde dieses Lied vom Publikum aufgenommen? Warum?

4. „Als Überschrift stand über der Kritik: ‚Der riesige tschechische Appendixbrecher gewinnt Zuhörerschaft.‘“

Weshalb nannte man Slezak einen Appendixbrecher?

5. „Bei dem bloßen Gedanken an das Probefingen perlt mir der kalte Schweiß von der Stirne.“

Wie geht es gewöhnlich beim Probefingen zu?

B

Beantworten Sie auf deutsch in vollständigen Sätzen folgende Fragen über:

- (a) Heines „Die Grenadiere“.

- (i) Welche drei Dinge hörten die Grenadiere, als sie auf deutschem Boden ankamen?
- (ii) Warum wollte der eine Grenadier trotz allem nicht sterben?
- (iii) Welche Bitte hatte der andere Grenadier?
- (iv) Womit geschmückt wollte er im Grabe liegen?

- (b) Uhlands „Bertran de Born“.

- (i) Welche böse Tat hatte der Burgherr gegen den König begangen?
- (ii) Was hatte der Burgherr in seiner Prahlerei gesagt?
- (iii) Welcher Gedanke quälte den Sohn des Königs, als er im Sterben lag?
- (iv) Warum reichte der König dem Burgherrn die Hand?

C

Von den auswendig gelernten Gedichten schreiben Sie die ersten sechzehn Zeilen von Goethes „Der König in Thule“!

D

- (a) Geben Sie deutsche Wörter mit derselben Bedeutung wie:
beginnen, furchtbar, kräftig, der Junge, befriedigt.

(b) Geben Sie deutsche Wörter für das Gegenteil von:
hassen, richtig, schwarz, schüchtern, hinten.

(c) Setzen Sie einen Strich unmittelbar nach der hauptbetonten Silbe (z. B. gewin/nen) der folgenden Wörter:

Dirigent, Ergebnis, Existenz, hintereinander, Lausbüberei, Professor, übertrieben, Universität, Unterhaltungsabend, zuverlässig.

E

Ohne zu übersetzen, beantworten Sie auf englisch die untenstehenden Fragen!

(a) Der Platz um Sankt Georg war mit Menschen angefüllt, die alle voll Angst nach dem Turmdache hinauf sahen. Der ungeheure alte Bau stand wie ein Fels in dem Kampfe der Blitzeshelle mit der schwarzen Nacht. Jetzt umgaben ihn tausend hastige glühende Arme mit solcher Macht, daß er selber aufzuglühen schien. „Wo hat es hingeschlagen?“ fragte Apollonius, der eben daher kam. Mit großen Schritten eilte er die Turmtreppe hinauf. Er rief seinen Begleitern zu, er sei hier. In dem Augenblick zuckte es blau zu allen Turmfenstern herein, und unmittelbar darauf rüttelte ein prasselnder Donner an dem Turme. Ein dicker Rauch benahm ihm den Atem. Die Werkleute waren vor Schrecken auf den obersten Treppenstufen stehen geblieben. „Schnell das Wasser! Schnell die Spritze“, rief ihnen Apollonius zu. Dort oben in dem Turme war sehr wenig Raum. Durch die verständige Anordnung Apollonius' fand dennoch alles sofort seinen Platz. Zwei starke Männer konnten die Druckpumpe bedienen. Andere schmolzen Schnee und Eis und behielten das gewonnene Wasser in der geheizten Türmerstube, damit es nicht wieder zu Eise fror. Andere waren bereit, als Zuträger zwischen Dach und Türmerstube zu dienen. Während Apollonius mit raschen Worten und Winken den Plan dieser Geschäftsordnung seinen Helfern mitteilte, griff er nach der Ausfahrtür. Der kühne Mann war entschlossen, das Feuer draußen auf dem Dache zu bekämpfen. Die Leute hatten die beste Hoffnung; aber als durch die geöffnete Tür der Sturm hereinpiff und Blitz auf Blitz blendend durch die dunkle Öffnung brach, da wollte der Mutigste die Hand von dem vergeblichen Werke abziehen.

1. Was wäre ein passender Titel für diese Beschreibung?
2. Zu welcher Jahreszeit spielten sich die Vorgänge ab?
3. Was tat Apollonius, sobald er hinkam?

[OVER]

4. Was war die Folge des Rauches?
5. Wie kam es, daß man Platz genug für die Leute fand?
6. Woher kam das Wasser für die Spritze?
7. Was ist wohl die „Ausfahrtür“?
8. Warum waren die Leute nahe daran, den Mut zu verlieren?

(b) Der Bürgermeister einer kleinen deutschen Stadt hatte einen Bauern dabei gesehen, wie er zehn falsche Fünfmarskheine in Umlauf bringen wollte. Er beschlagnahmte das Falschgeld und ließ den Bauern festnehmen. Während er den Falschmünzer streng verhörte, um herauszufinden, ob er etwa noch mehr Geld verborgen oder vielleicht Mithelfer bei der Herstellung der Scheine gehabt hatte, wollte er die konfiszierten Scheine so schnell wie möglich dem Finanzamt zur Prüfung vorlegen. Er steckte also das Geld in einen Briefumschlag und schickte damit seinen Jungen auf die Post.

Der Beamte am Postschalter, dem der Junge den Brief reichte, fragte, was in dem Umschlag enthalten wäre, denn er bemerkte, daß der Brief ungewöhnlich schwer war. Als der Junge sagte, es wären Geldscheine darin, erwiderte der Beamte: „Geld darf nicht in einem Briefumschlag geschickt werden, das sollte dein Vater doch wissen. Entweder mußt du ihn einschreiben lassen oder das Geld mit Postanweisung schicken.“ Der Junge nahm darauf das Geld heraus, ging an einen anderen Schalter und zahlte dort die fünfzig Mark ein.

Ohne aus dem Bauern mehr herausbringen zu können, mußte der Bürgermeister schließlich die Untersuchung aufgeben. Als ihm sein Sohn dann erzählte, was er mit dem Gelde gemacht hätte, lief er schnell auf die Post, aber die zehn falschen Scheine waren bereits in Umlauf. Der Bauer erfuhr, was geschehen war, begann sofort zu leugnen, daß es falsches Geld sei, und wollte das beschlagnahmte Geld von dem Bürgermeister zurückhaben. Die Postbeamten mußten nicht, ob das Geld falsch war. So mußte man schließlich dem Bauern die 50 Mark zurückerstatten.

1. Welches Verbrechen beging der Bauer?
2. Welche zwei Schritte unternahm der Bürgermeister sofort?
3. Was wurde mit den beschlagnahmten Scheinen gemacht?
4. Warum fragte der Beamte den Jungen, was der Umschlag enthalte?
5. Warum hörte der Bürgermeister mit der Untersuchung auf?
6. Warum konnte der Bürgermeister die falschen Scheine nicht wieder in die Hände bekommen, nachdem er auf die Post geeilt war?
7. Was tat der Bauer, als er die wahre Lage erkannte?

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

GERMAN COMPOSITION

NOTE. *Write on alternate lines. Express in words all numbers in the sentences.*

A

Übersetzen Sie ins Deutsche!

1. At a quarter past six, having travelled for two and a half hours by train, we arrived at Garmisch, where many people go every year for winter sports.

2. Peter woke up late this morning, jumped out of bed, washed, and hurried to school without eating breakfast.

3. My brother and I spent our holidays one summer building a little house on the shore of a lovely lake not far from the village of which you were speaking a few minutes ago.

4. Hat in hand, the young man came into the office and asked politely whether he might speak to the manager.

5. The men and women waiting outside the theatre were very disappointed when they were told that the last seat had already been sold.

6. I must have slept very soundly during the night, for I heard absolutely nothing of the storm, although it is said to have lasted at least an hour.

7. If the boy had been able to give the right answer to the old gentleman's question, he would certainly have done so.

8. He would like to know whether the books which he lost at the station a few days ago have been found.

9. He has worked at this picture for a long time, but it will not be finished for two months.

[OVER]

10. When he came in to supper, he told me he had been sitting for a while in the garden reading his letters.

11. His father, who has been a ship's officer for thirty-three years, claims to have made the voyage to Europe two hundred and seventeen times.

B

Übersetzen Sie ins Deutsche!

The book which Leo Slezak calls *My Complete Works* is in reality a description of his own life. He was the son of a poor miller and had to struggle hard in order to obtain his musical training. When he was only about fourteen, he was compelled to leave school on account of his bad conduct. He became an apprentice, first to a gardener and later to a locksmith, and at that time he evidently had hardly enough to eat. He then had wonderful luck. One of the greatest singers of those days treated him almost like a son, giving him lessons which cost him nothing at all.

Slezak describes the world of singers and conductors, especially in Vienna. He shows us that these artists had to work very hard in order to please the critics and the public. There was keen competition among them, and if young Leo had made many mistakes he would have found it necessary to seek another occupation. It was therefore not surprising that he was frightened when someone wrote in the newspaper that his attempt to sing Lohengrin had failed, that he looked like a young girl and sang like an old man. It was also not very encouraging when he was informed that his face was crooked. One would have to experience many happy years of success and make many well-paid visits to America in order to forget such unfriendly remarks.

C

Schreiben Sie folgenden Abschnitt in indirekter Rede!

Mein Freund sagte zu mir: „Ich bin sehr müde. Ich habe während des ganzen Jahres schwer gearbeitet und möchte mich gern ein paar Tage lang erholen. Reisen Sie mit mir ins Gebirge, wo es jetzt sehr schön sein muß. Ich habe mich schon immer nach den Alpen gesehnt und will sie endlich einmal besuchen.“

D

Geben Sie folgende Formen an!

1. die drei Grundformen (zum Beispiel: machen, machte, gemacht) der folgenden Verben:
herausreißen, lügen, erfahren, gegenübertreten, nennen.
2. die dritte Person des Singulars im Perfekt (zum Beispiel: er hat gemacht) der folgenden Verben:
denken, weisen, leihen, hinaufspringen, erringen.
3. Der Nominativ des Plurals der folgenden Hauptwörter:
der Nachbar, der Schuh, die Tochter, die Kunst, das Haar.

E

Schreiben Sie einen vollständigen Satz oder wenn nötig mehrere Sätze, um den Sinn von jedem der folgenden Wörter oder Ausdrücke deutlich anzugeben!

- | | |
|----------------|------------------|
| 1. auf einmal | 6. überhaupt |
| 2. falls | 7. übrigbleiben |
| 3. gleichfalls | 8. um die Wette |
| 4. heute noch | 9. umsonst |
| 5. infolge | 10. vor sich hin |

F

Im folgenden Abschnitt sind die zwei Partizipialkonstruktionen durch Relativsätze zu ersetzen:

Der morgen wahrscheinlich mit einigen Stunden Verspätung eintreffende Dampfer *Bismarck* hat zweihundert Passagiere an Bord. Zu diesen zählt der wegen seiner vielen Erfolge berühmte Künstler Leo Slezak.

G

Schreiben Sie einen Aufsatz von ungefähr 100 Worten über eines der folgenden Themen!

- (a) Leo Slezak und seine Kinder.
- (b) Sie schreiben im Jahre 2000 Ihre eigenen Lebenserinnerungen.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

SPANISH AUTHORS—COMPREHENSION

A

Contéstense en español con oraciones completas las preguntas siguientes sobre *El Sombrero de Tres Picos*:

1. Díganse *cinco* costumbres de la vida a la antigua española.
2. Pónganse en lista *tres* razones por las cuales era el molino el predilecto punto de llegada y descanso de los paseantes de la ciudad.
3. ¿Cómo llegó el tío Lucas a conocer y a enamorar a la señá Frasquita, siendo él murciano y ella navarra?
4. ¿Qué causó que el lugareño llamara al tío Lucas *hombre de bien*?
5. Discútase lo pertinente del título de capítulo: *El Bombardeo de Pamplona*.
6. ¿Cómo recibió el Corregidor la alusión a la fábula de la zorra y las uvas?
7. ¿Por qué *dos* razones creía Garduña que la señá Frasquita le daría al Corregidor sus favores íntimos?
8. Dense *cuatro* características que tenía Garduña semejantes al animal de que tomaba el nombre.
9. ¿En dónde está la ironía nombrando *anfitrión* al Alcalde del Lugar vecino?
10. ¿Qué plan se presentó primero a la mente del tío Lucas por haber visto la cabeza del Corregidor en su propia cama? ¿Qué hizo en vez de seguir este plan?
11. ¿Qué notó Frasquita en los sembrados camino del Lugar?
12. Descríbase la llegada del Corregidor, Garduña, Frasquita y los otros al Corregimiento a eso de la una de la mañana.
13. Según Frasquita, ¿de qué crimen era culpable el tío Lucas? ¿Cómo tenía que limpiarse?

[OVER]

14. Acabada la reunión en casa del Corregidor, ¿había aprendido éste una lección? ¿Cómo se sabe eso? ¿Cómo se redimió él después?

B

—Querido Melchor.... Tu propósito nos honra, pero... ¿por qué has ido a fijarte en Teresina? Si lo que deseas es casarte, mujeres hay que reúnen condiciones mejores que mi hija. Tu necesitas una mujer ya hecha, no una niña, y puedes, además, encontrar fácilmente quien, como tú, posea un capital, no una pobre muchacha, como mi hija, que no tiene donde caerse muerta. Creo, en fin, que ésa es la boda que te conviene, y no otra. Además — continuó Hilario, no dejando hablar a su hermano que quería decir algo, — además, querido Melchor, existe otra razón más importante que tú no sabes aún. Teresina tuvo unos amores, los primeros y únicos de su vida. La pobre puso en ellos todo su corazón y al cabo de dos años el novio desapareció sin decir una palabra. Desde entonces es otra. Y aquí tienes el obstáculo más poderoso, no digo en este caso, sino en otro cualquiera. Teresina asegura que no podrá querer a nadie como a aquél y no piensa en la posibilidad de otras relaciones y mucho menos en casarse.

Ninguna de estas razones pudo hacer desistir de su propósito a don Melchor. Quería a Teresina y era indispensable casarse con ella. El único obstáculo, único en verdad, que pudiera presentársele, sería la oposición de Teresina; pero para evitarlo estaba él, su padre, en la obligación de inclinarla hacia la boda, haciéndole ver los beneficios que tal unión le traerían.

Contéstese en español:

1. ¿Qué propósito le había hecho Melchor a Hilario?
2. ¿Qué propósito hizo Melchor después para ganar más fácilmente lo que deseaba?
3. ¿Qué tres razones tenía Hilario contra el propósito de Melchor?
4. ¿Por qué usa el autor el subjuntivo en *posea* (l. 6) y no en *conviene* (l. 8)?
5. Dígase de otro modo *fijarte en* (l. 2).
6. ¿Qué quería decir Hilario describiendo a su hija con las palabras *que no tiene donde caerse muerta* (l. 7)?

C

En mi casa la gente comía de una manera más bien ascética. Me refiero a los modales. Nunca se podía advertir en mi padre y menos en mi madre la gula, el placer vicioso de comer. A los chicos también nos educaban así. Constantemente se oía: “Cierra la boca, no hagas ruido, dónde está tu otra mano, no mires el plato de otro, levanta ese pecho.” No era raro ver alguno castigado a comer con un libro debajo del brazo para impedir que alzara el codo en las manipulaciones hasta darle en la oreja al vecino. Mal o bien, la comida tenía un cierto orden.

Pero aquí en casa de don Arturo, éste comía disimulando eructos, siempre los bigotes mojados de sopa o de vino, suspirando después de beber y hablando con la boca llena mientras sus manos se multiplicaban entre los entremeses, sin abandonar el plato fuerte. Parecía borracho y no del vino sino simplemente de la voluptuosidad de comer.

—Yo también me escapé de casa una vez — dijo.

Su mujer le pidió que lo contara y don Arturo insistía mucho en el miedo que tenía a su padre y claramente se veía que fué ése el único móvil. Añadía que al volver a su casa le dieron una azotaina que cambió la piel en la espalda. Al decir ‘la espalda’ guiñaba un ojo, lo que les pareció muy gracioso a todos. Yo fuí el único que no se rió y le dije que ni tenía miedo a mi padre ni me azotarían si algún día me veía desgraciadamente obligado a volver. Don Arturo me miró sorprendido y dijo:

—¡Hum! ¡Estos chicos modernos!

Contéstese en español:

1. ¿Por qué se escapó de casa don Arturo?
2. Díganse *tres* faltas que no debió cometer don Arturo mientras que comía.
3. Díganse *cuatro* modales malos que tenían los chicos de vez en cuando.
4. ¿Qué pensaba don Arturo de los chicos modernos?
5. ¿Qué podría recibir el vecino del que no tenía un libro debajo del brazo?
6. Si no bebía don Arturo demasiado vino, ¿qué hacía en demasía?
7. ¿A qué se refiere la palabra *lo* de la frase *su mujer le pidió que lo contara* (l. 19)?

[OVER]

D

—¿Qué quieres, Sol de Plata? Habla pronto; tenemos prisa.

—Por mucha prisa que tengas, Felipe García, no irás muy lejos. Quiero hablarte en nombre de los míos y también de los tuyos, porque aunque tú olvides a las mujeres y a los niños, dejándolos expuestos a la violencia de una lucha, nosotros no. Por última vez los césares negros ruegan a los blancos desistan de su propósito de abandonar esta tierra. Piensen en nuestros padres, en los fundadores de esta ciudad que con tanto amor procuraron enriquecer; en los sacrificios que ha costado levantarla y defenderla contra las invasiones de los indios bravos; en el trabajo de tantos hombres a través de tantos años. Piensen en todo esto y en las consecuencias que puede traer una última negativa. No ignoren que el abandono de la ciudad por parte de ustedes significa no sólo la muerte de la ciudad, sino también la nuestra, la muerte de los césares negros que no quieren morir. Medítenlo bien.

Contéstese en español:

1. ¿Qué piensan hacer Felipe García y los césares blancos?
2. ¿Por qué no quieren los césares negros que los blancos hagan esto?
3. ¿Por qué menciona Sol de Plata a las mujeres y a los niños?
4. ¿Qué sentimiento tenían los padres de los negros para con la ciudad? ¿Cómo lo mostraron?
5. ¿De qué infinitivos vienen los verbos: *expuestos* (l. 6), *ruegan* (l. 7), *desistan* (l. 8), *ignoren* (l. 15)?
6. Indíquese, usando palabras inglesas y subrayando la letra o las letras de las palabras escogidas que equivalen a las letras de que se trata, la pronunciación de *s* en *a través de*, *j* en *jurado*, *z* en *vez*, *s* en *resolución*, y *v* en *invasiones*.
7. ¿Cómo se explica el uso de *tú* al principio del discurso de Sol de Plata y más tarde el uso de *ustedes* en el mismo párrafo?

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

SPANISH COMPOSITION

NOTE. *All numbers in the sentences are to be written in words.*

A

Tradúzcase al español:

1. The leader of the government, Mr. Jones, made one of the strongest speeches I have ever heard.

2. Our teacher asked us to read twenty-one pages for the next class. I think that is too much. What do you think?

3. Provided that the orchestra does not play long, boring works at this year's concert, I shall be glad to go to it with you.

4. For lack of assistance, the campaign to which you refer was called off before it was completed.

5. By following the advice of your dentist, you should be able to have the cleanest and best teeth in the world.

6. If anybody could explain the preceding sentence, it would be Tom, since he is the one who has written it.

7. What's the matter? I was afraid that you would never come. I have been waiting for you here for three quarters of an hour.

8. Be sure that the man who has no principles can seldom hope to play a principal rôle in the drama of life.

9. Some day you will find out what I meant when I said that ours is a better system than that of our rivals.

10. If you should happen to find the pocketbook which he lost, don't return it to him; give it to his mother, who needs it more than he does.

11. Often she would nudge her neighbour when the professor cracked a joke. It was hard to tell whether she was laughing at him or with him.

[OVER]

12. The *Puerta del Sol* is to-day the main square in Madrid, although at one time it served as the eastern entrance to the city.

B

Cópiense las frases siguientes, escribiendo en tiempo pasado los verbos en letras bastardillas:

Yo *escribo* en mi cuarto cuando *entra* mi abuelo y me *dice* que *vaya* a la sala. Allí *encuentro* a un amigo mío que *ha venido* a darme algún dinero prestado. Por no tener bastante me *asegura* que *pagará* más el sábado próximo. Luego que *sale*, me *pongo* a escribir otra vez.

C

Escríbanse en español sinónimos de *diez* de las palabras que siguen:

penetrar	suficiente
océano	error
miedo	placer
regresar	nave
varón	milagro
suplicar	permanecer

D

Empléense *cinco* de los modismos siguientes en frases completas en español. Las frases deben indicar que Vd. sabe cómo se emplean y lo que significan los modismos.

no poder menos de	llegar a ser
al parecer	soñar con
tener lugar	despedirse de

E

Complétense las frases siguientes:

1. ¿...es la capital de Colombia? Bogotá, por supuesto.
2. Lo vendí...doscientos dólares.
3. Hay más estudiantes...habíamos previsto.
4. ¿Se puede entrar? — ¡Si, cómo no! Pase Vd....aquí.
5. Esta noche mi mujer se viste...blanco.

F

Divídanse las palabras siguientes en sílabas:

reconocerlo, agradabilísimo, mientras, diferencia, discusión, espectáculo.

G

Tradúzcase al español:

It is night-time in the little northern town of Estella. Autumn has come suddenly in this year 1799, suddenly, that is, for a southerner accustomed to the more gentle changes in the climate of his beloved Murcia. The cold easily penetrates the thin jackets of four comrades in arms who have just left the army after serving some years under General Don Ventura Caro. They are now marching along Estella's single main street and singing joyously after the fashion of soldiers everywhere.

The faces of the four are hidden in the darkness, but by the weak light of little lanterns hanging beside the doors of the houses, one man can be seen to stand out from the rest because of his small stature and because he is stoop-shouldered.

Here is Uncle Lucas, the hero of our tale, who possesses the greatest courage and the ugliest exterior, the sweetest voice and the biggest nose in the aforesaid army. And when the group stops under a certain window to raise its voice in adoration of the town beauty, Frasquita by name, there is no difficulty whatever in understanding why she, on finding Lucas in their midst, smiles graciously upon him, for his constant witticisms would have won a heart much harder than hers. Moreover, he is the owner of a mill.

H

Escribanse en español unas 120 palabras sobre *uno* de los temas siguientes:

(a) *La Navidad Pasada.*

Trátense todos los puntos siguientes:

- (i) preparativos;
- (ii) el lugar donde pasó Vd. el día;
- (iii) regalos que recibió Vd.;
- (iv) regalos que dió Vd.;
- (v) lo que a Vd. le gustó más.

[OVER]

(b) *Una carta* en la cual le pide Vd. a su padre más dinero.

Trátense todos los puntos siguientes:

- (i) lo que desea Vd. hacer con el dinero;
- (ii) la cantidad necesaria;
- (iii) por qué lo que le da regularmente no es suficiente;
- (iv) los planes de Vd. para pagarle.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

ITALIAN AUTHORS—COMPREHENSION

A

Rispetto al libro *Avventure di Pinocchio*, rispondano in italiano alle domande seguenti:

1. Che cosa sentì maestro Ciliegia nel pezzo di legno quando stava per picchiarlo con l'ascia?

2. Che cosa successe dopo che Geppetto ebbe fatto il naso di Pinocchio?

3. Perchè uscì di casa Pinocchio mentre tonava e lampeggiava?

4. Perchè non arrivò Pinocchio alla scuola, dopo aver preso la strada che ci menava?

5. Che cosa aveva fatto Geppetto per poter comprare l'Abbecedario di Pinocchio?

6. Che cosa sognò Pinocchio quando dormiva nell'osteria dove l'avevano condotto la Volpe e il Gatto?

7. Quando gli assassini l'inseguivano, verso che cosa corse Pinocchio?

8. Secondo la Volpe, che cosa potrebbe accadere nel Campo dei miracoli?

9. Dove voleva ritornare Pinocchio quando si vide liberato dalla prigione? Perchè?

10. Perchè non piacque a Pinocchio il paese delle Api industriali?

11. Secondo la Fata, che cosa succede quando un ragazzo non dà retta ai consigli di chi ne sa più di lui?

12. Che cosa avevano in piedi i ciuchini che menavano Pinocchio al "Paese dei balocchi"?

13. Quando il Direttore della compagnia di pagliacci voleva vendere il somaro che era Pinocchio, perchè il compratore non offrì più di venti soldi?

14. Dove Pinocchio ritrovò finalmente il suo babbo?

15. Che diede Pinocchio al Tonno per aver salvato lui e Geppetto?

[OVER]

B

Leggano questo brano, e rispondano in italiano alle domande che seguono:

Avvedutosi che il bussare non giovava a nulla, cominciò per disperazione a dare calci e zuccate nella porta. Allora si affacciò alla finestra una bella Bambina, coi capelli turchini e il viso bianco come un'immagine di cera, gli occhi chiusi e le mani incrociate sul petto, la quale senza muover punto le labbra, disse con una vocina che pareva venisse dall'altro mondo:

—In questa casa non c'è nessuno; sono tutti morti.

—Aprimi almeno tu! — gridò Pinocchio piangendo e raccomandandosi.

—Sono morta anch'io.

—Morta? e allora che cosa fai costì alla finestra?

—Aspetto la bara che venga a portarmi via.

Appena detto così, la Bambina disparve e la finestra si richiuse senza far rumore.

—O bella Bambina dai capelli turchini, — gridava Pinocchio — aprimi per carità! Abbi compassione di un povero ragazzo inseguito dagli assass...

Ma non potè finir la parola, perchè sentì afferrarsi per il collo, e le solite due vociacce che gli brontolarono minacciosamente:

—Ora non ci scappi più!

1. Con che cominciò Pinocchio, per disperazione, a dar colpi nella porta?

2. Da chi e da dove Pinocchio ricevè finalmente una risposta ai suoi colpi?

3. In che rispetti aveva un aspetto strano la persona che venne?

4. In che maniera parlava questa persona?

5. Che cosa nei discorsi di questa persona sorprese Pinocchio?

6. Secondo essa stessa, perchè non era con gli altri della casa?

7. In che maniera parlò Pinocchio in questa conversazione?

8. Che cosa interruppe l'ultimo discorso di Pinocchio?

9. Per quali parole mostra l'autore che c'era molta differenza fra la voce della persona della casa e le voci che Pinocchio sentì poco dopo?

C

Leggano questi brani, e rispondano in italiano alle domande che seguono:

(a) Chi non conosce le Riviere di Genova? Quell'arco smagliante di marine che corre dai confini di Francia alla Maremma toscana. Fortunato chi possiede una veloce automobile colla quale percorrere la bella strada litoranea che, senza quasi mai scostarsi dal mare, attraversa i pittoreschi villaggi e le città incomparabili della costa. Chi non viaggia in automobile deve accontentarsi del treno il quale anche se a trazione elettrica deve pur sempre passare a traverso le innumerevoli gallerie costosamente scavate nella montagna; gallerie quasi ovunque a ridosso del mare e che nascondono, salvo rari tratti, lo stupendo paesaggio.

Che vegetazione lungo la costa! E quanti piccoli centri! Famose stazioni balnearie, tutte circondate da orti e giardini di palme, di limoni, di aranci, di ulivi!

1. In questo brano, che cosa ci fa credere che questa costa sia ben popolata?

2. Come s'indica in questo brano che nelle Riviere il clima non è freddo?

3. Che vantaggio c'è nel seguire la strada litoranea?

4. Perchè non è gradevole prendere il treno?

5. Che cosa ha costato molto nelle ferrovie di queste regioni?

6. Secondo l'autore, qual'è la miglior maniera di percorrere le Riviere?

7. Che forma hanno le Riviere di Genova?

8. Indichino la vocale accentata di *Genova*, *automobile*, *percorrere*, *viaggia*, *nascondono*.

9. Nelle parole *smagliante*, *veloce*, *pittoreschi*, *paesaggio* e *trazione*, indichino una lettera o un gruppo di lettere che ha un suono che somiglia (i) quello di *ch* nella parola inglese *chin*, (ii) quello di *lli* nella parola inglese *million*, (iii) quello di *ts* nella parola inglese *lots*, (iv) quello di *c* nella parola inglese *call*, (v) quello di *g* nella parola inglese *cage*.

[OVER]

(b) Piro ha finito di raccontare: non credo che abbia mai tenuto un discorso tanto lungo. Accende una sigaretta e fuma, chiuso d'un colpo in sè stesso, con l'intera strada dello Stelvio fra sè e noi. Nella faccia di lucido bronzo gli occhi distratti hanno mutato colore: si son fatti più scuri, quasi neri, indecifrabili. Lo ha preso di sicuro la nostalgia del cane, e vorrebbe trovarsi lassù, con esso, in libertà sul ghiacciaio del Livrio. La gratitudine, la fedeltà di un cane! Molti uomini egli ha misurati in ore d'estremo pericolo, molti ne ha condotti a salvazione, e sa perfettamente fin dove arrivi la riconoscenza umana. Non se ne duole. Meglio: non se ne cura. Compie il suo dovere e osserva il suo culto mistico della montagna; ma non s'aspetta nulla dagli uomini. Dalla bestia che ha strappata a morte può, invece, aspettarsi tutto ciò che un cane può dare: fino a farsi ammazzare per lui.

1. Che cosa straordinaria per lui ha fatto Piro?
2. Che si vede nella faccia di Piro?
3. A che cosa sta pensando Piro?
4. Dove pare a Piro che la vita sia più libera che altrove?
5. Che cosa ha fatto Piro per molte persone?
6. Perchè preferisce i cani agli uomini?

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

ITALIAN COMPOSITION

NOTE. *All numbers in the sentences are to be written in words.*

I. Traducano in italiano:

1. We must not waste time in the classroom. It is impossible to learn a language if we don't pay attention to the teacher. If we study whole-heartedly, we'll be glad later.

2. The alarm clock on the bureau is broken. Since the boys want to get up early to-morrow morning, they will have to find another.

3. Their automobile and ours are both old. If business were better, we would buy a new one, but I've been told that they would like to keep theirs for twenty years.

4. The ship left the wharf this morning at nine-thirty, and now James is on the high seas. I'm certainly sorry not to be with him. My trips are always taken by bicycle.

5. I will come with you to the movies provided you let me pay. After all, you can't keep on spending money this way unless you find a gold mine.

6. When we were in Rome, we read in the newspaper that there had been an earthquake in Sicily, by which two towns were destroyed.

7. On their way back to France our two friends visited Genoa, where they stayed two weeks. While there, Henry wrote to us describing all the wonderful things they had seen in their travels.

8. Let's hurry home before the rain comes. I told you before we came out that it would be better to wait till the sky became clearer.

9. I spent the time looking through the car window and enjoying the view of the marvellous countryside, with its green woods and lofty mountains.

[OVER]

II. Scrivano le frasi seguenti usando tutti i verbi, eccetto gl'infinitivi, nel tempo passato remoto:

1. Il bambino vuole acchiappare il gattino ma non può.
2. Rimane nella sua camera e legge poesie.
3. Cado e mi faccio male.
4. I ragazzi bevono troppo latte freddo e prendono un'indigestione.
5. Quando chiedo un favore, egli non mi risponde.

III. Scrivano le frasi seguenti dando ai verbi la forma plurale che corrisponde:

1. Dimentico ciò che devo fare.
2. Esco alle dieci e vado a chiesa.
3. Viene tardi a casa, e pare preoccuparsi.
4. Finisci il compito e non litigare.
5. Dimmi ciò che vedesti.

IV. Compiano le frasi seguenti con parole che convengano:

1. Si — inglese e francese — Canadà.
2. Non c'è bisogno — pensare troppo — avvenire.
3. Benchè Giovanni — imparato molto italiano, — è difficile parlarlo.
4. —uscite le signore, la cameriera — la camera.
5. La loro musica non è — buona come — d'un coro.
6. In Italia non — pranza — vino.
7. Spiccò un salto — suo seggiolone — lanciarsi all'uscio.
8. Prima ch'essi — , non dimenticare — offrire loro un boccone.
9. La salita l'animava — una battaglia — vincere.
10. Nella mattina — freddo e il —era sereno.

V. Traducano in italiano:

Maestro Ciliegia must have been very surprised when he heard that voice begging for pity, and he must have been really glad when Geppetto took home that strange object that had frightened him. When Pinocchio was made by Geppetto, the latter had little reason to rejoice. In fact, because of little Pinocchio, he soon found himself in the hands of a policeman. Another time, when Pinocchio was given four gold coins for his "dad", some thieves stole them from him, though for a while Pinocchio had courageously defended them. Not only did he lose the money, but, when

he told his story, they said it was he, and not the thieves, who was to blame.

Pinocchio and Geppetto met a great many queer people and animals, but behind this fantastic world the real world is not hard to find. Pinocchio's desire to avoid work and study, and the way he discovered that they are necessary in life, are much more than pure imagination. He had to pay a high price to become a real boy, but it was well worth while.

VI. Scrivano in italiano un componimento di circa 120 parole su *uno* dei temi seguenti:

- (a) La mia idea dell' Italia;
- (b) Una gita in campagna.



Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

MUSIC

1. (a) Write *three* different metre signatures used to indicate simple metre.

(b) Write *three* different metre signatures used to indicate compound metre.

(c) Using only one pitch, write a rhythmic pattern in musical notation in $\frac{4}{4}$ metre illustrating syncopation.

(d) Explain the following rhythms as though to someone who has no knowledge of them:

(i) simple metre; (ii) compound metre; (iii) syncopation.

2. Use the note "D" (third line, bass staff) as the bass note for dominant seventh chords in root position, first inversion, second inversion, third inversion.

In each case, (a) write the chord, (b) write the proper key signature, (c) resolve the chord.

3. (a) Beethoven is remembered chiefly for his symphonies, his concerti, his string quartets, his sonatas for piano, and his sonatas for piano and violin. Explain in detail why his contributions in any *two* of these categories are important.

(b) Explain why Beethoven, on the whole, was not successful as a composer for voice.

4. (a) Arrange in chronological order the names of the composers Brahms, Beethoven, Johann Strauss, and Schubert.

(b) Name at least *two* important contemporaries of each of these men. The names need not be those of musicians.

[OVER]

5. Describe the nature and development of Folk Songs, illustrating your answer by reference to at least *five* examples.

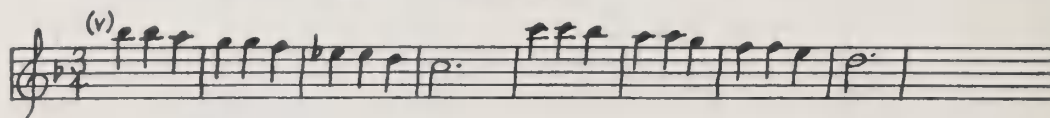
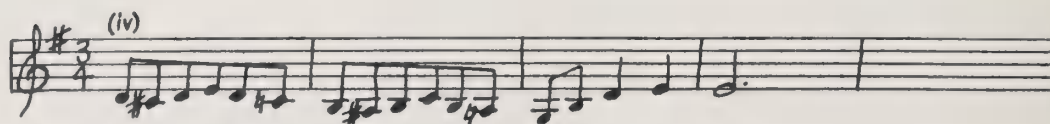
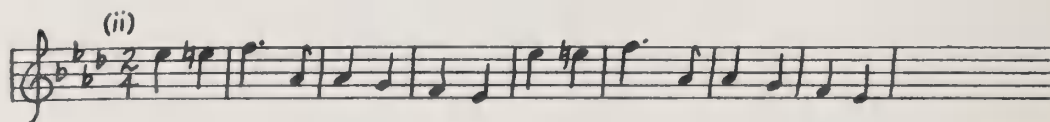
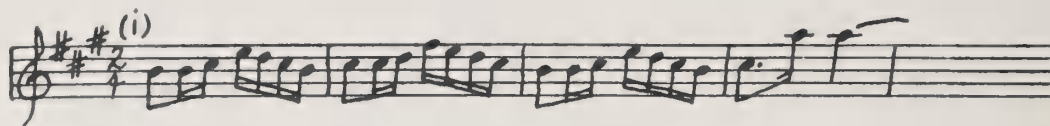
6. (a) Write the first four bars of "O, Canada" in the key of E flat major in the treble clef.

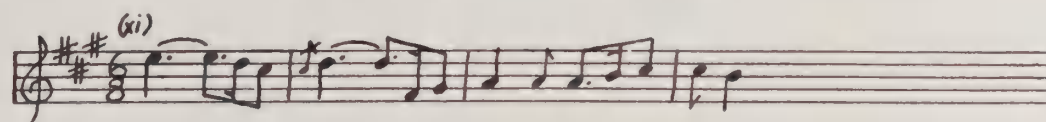
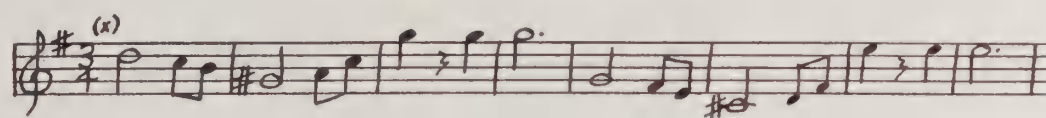
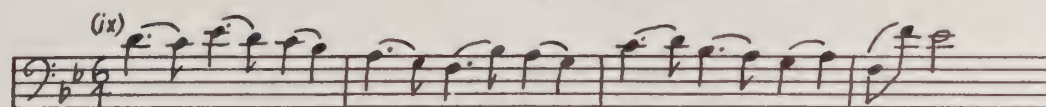
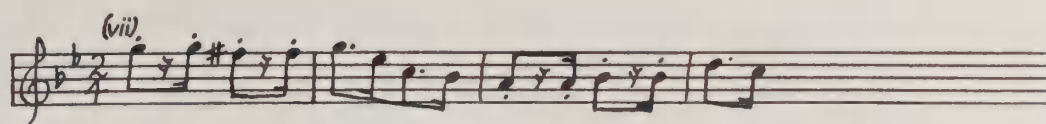
(b) Write the first four bars of "O, Canada" in the key of D major in the bass clef.

7. (a) Identify the following themes by composer and composition.

(b) For the symphonies and the concerto, state the movement in which the theme appears.

(c) For *Die Fledermaus*, tell who is singing and what action is taking place.





Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

ACCOUNTANCY PRACTICE

NOTE. *The Presiding Officer will supply the candidate with a work sheet to be used in answering Question 4.*

1. A printing firm receives an invoice amounting to \$450 for a purchase of paper. Part of the paper, valued at \$25, will be used in the office; the remainder will be used in the printing plant. The firm maintains a voucher system.

(a) Indicate the steps to be followed in recording the purchase and the payment.

(b) State the advantages and disadvantages of the voucher system.

2. Write a brief note on each of the following:

(a) a statement of income and expenditure;

(b) an application of funds statement;

(c) a bank reconciliation statement;

(d) a statement of receipts and disbursements.

3. (a) A company issued, to the amount of \$100,000, ten-year bonds bearing interest at 5% per annum, payable semi-annually on January 1 and July 1. The bonds were sold through underwriters on January 1, 1950, at 96.

Give, in general journal form, entries to record

(i) the sale of the bonds,

(ii) the first payment of interest. (Amortize the discount by the straight-line method.)

(b) The agreement for the bond issue in (a) required the establishment of a sinking fund to retire the bonds at maturity. At the end of each year, commencing December 31, 1950, a payment of \$8,329.10 has been made to the sinking fund, which bears interest at 4% per annum, compounded annually.

Give the general journal entries to record

(i) the first annual deposit in the sinking fund,

(ii) the creation of a sinking fund reserve.

[OVER]

4. On the separate sheet, to be used as a work sheet by the candidate and submitted as part of his answer paper, is the preliminary general ledger trial balance as of April 30, 1954 (the end of the business year), of the Rontin Products Company Limited.

The following adjustments are to be made:

- (i) Repairs amounting to \$1600 were charged to Machinery;
- (ii) A discount of \$50 received on the purchase of a new piece of machinery was credited to Cash discounts taken on purchases;
- (iii) In building a storage shed, material worth \$1200 was charged to Supplies purchased, and \$800 paid for labour in constructing the shed was charged to Direct labour;
- (iv) Labour amounting to \$200 for installing new machinery was charged to Factory overhead expense;
- (v) The charge of \$1800 for insurance was in payment of a fire insurance policy dated November 1, 1953, for three years;
- (vi) Depreciation is to be charged on the following: buildings, 2%; machinery, 10%; office equipment, 10%; delivery equipment, 25%;
- (vii) Reserve for doubtful accounts is to be increased by \$1,000;
- (viii) Wages have accrued as follows: for direct labour, \$550; for indirect labour, \$175;
- (ix) Inventories as of April 30, 1954 are: raw materials, \$38,000; work-in-process, \$7,500; supplies, \$2,200; finished goods, \$29,600.

REQUIRED:

- (a) The general journal entries for adjustments (i) to (ix).
- (b) The work sheet.
- (c) A manufacturing statement.
- (d) A profit and loss statement.
- (e) A balance sheet as of April 30, 1954.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

SECRETARIAL PRACTICE

Advance instructions for schools in which the examination in Grade XIII Secretarial Practice is to be held.

1. Prior to the examination, each candidate shall be advised to select a typewriter, and to satisfy himself that it is in satisfactory operating condition.

2. Each typewriter shall be clean, equipped with a good ribbon, and labelled with the name of the candidate.

3. The school shall provide a stapler for fastening together sheets of paper.

4. The school shall provide the following supplies:

bond paper of good quality, 8½" x 11";
copy paper for carbon copies, 8½" x 11";
carbon paper of good quality, 8½" x 11";
ruled paper suitable for shorthand notes.

5. Candidates shall be advised to bring to the examination typewriter erasers, rulers, and pens or pencils suitable for writing shorthand. A supply of these items shall be available in the examination room to provide for candidates who may have forgotten them.

6. Since a part of the examination will be dictated, *it is essential that the presiding officer be an experienced teacher of senior secretarial work, but not the teacher who taught the candidates.*

7. In addition to the envelope containing the question papers, the examination bag will contain an envelope marked "Special Instructions for the Presiding Officer—To be opened at 1.15 p.m., on Monday, June 28".

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

SECRETARIAL PRACTICE

For the Presiding Officer only

Special instructions, and dictation material for Question 5.

General Instructions

1. The presiding officer shall see that each candidate is seated at the typewriter of his choice.
2. Immediately before the examination, each candidate shall be supplied with the following: bond paper, 8½" x 11"; carbon paper 8½" x 11"; copy paper 8½" x 11"; ruled short-hand note paper.
3. Candidates are expected to provide their own pencils, pens, erasers, and rulers. If a candidate lacks any of these, the presiding officer shall provide them.
4. Candidates shall be permitted to fasten together sheets of their answer papers by means of a stapler which is to be supplied for this purpose.
5. Candidates may write the shorthand section with pen or pencil.

Examination Procedure

1. The presiding officer shall notify the candidates that they will have the first one hour and fifty minutes of the examination to complete Questions 1 to 4, inclusive.
2. During the first part of the examination the presiding officer shall study the dictation material attached hereto.
3. The dictation material is divided into fifteen-second units. It should be noted that the rate of dictation is not uniform, and that instructions as indicated are to be given in the course of dictation. An effort should be made by the presiding officer to dictate in a clearly audible voice and in a natural manner.

[OVER]

4. THE MATERIAL SHALL BE DICTATED EXACTLY AS PRINTED.

5. At exactly 3.20 p.m., the presiding officer shall notify the candidates to prepare for the dictation of Question 5. To familiarize them with his voice and style of dictation, he shall start with the following comments:

“Mr. Robert Armstrong received a letter from a very old friend. He dictates a reply which contains a short extract from an article. He also encloses a copy of an editorial in response to an implied request in his friend’s letter.

“This letter does not deal with business but shows that business executives have other interests. You are expected to paragraph the letter but I shall give you the paragraphing in the extract and in the editorial.

“If you are ready, I shall proceed.”

6. The remainder of the examination time shall be allowed for transcription. If a candidate completes the transcription before 4.00 p.m., he may use the rest of his time to complete any other part of the paper.

7. Candidates shall be instructed to enclose in their envelopes all typed and written work, including their short-hand notes.

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

SECRETARIAL PRACTICE

NOTE. Candidates are required to submit typewritten answers with one carbon copy of each.

1. (a) List *five* rules for alphabetic arrangement of names in filing.

(b) Arrange the following names in their proper alphabetic order for filing purposes:

Charles M. Waters; A. M. Greenaway and Co.; Scarborough Animal Hospital; Miss Ruth V. Laroque; Davidson Auto Body & Fender Shop; James B. McGregor Ltd.; Canadian National Railways; J. M. Greene Music Co. Ltd.; Russell Waters Florist Supply Ltd.; Gordon S. Lee Lumber Co. Ltd.; Mrs. Audrey Davidson; MacGregor Paper & Bag Co. Inc.; Russell C. La Rose; Ray-Gordon Ltd.; CFRB Radio Station; Geo. E. Leetham; McGraw-Hill Co. of Canada Ltd.; L. M. Green & Co.; Jimmie Lee's Service Station; Scarboro Mail Printing Co. Ltd.

(c) Explain the following terms: agenda; stenographic pool; coding; charge guide; itinerary; advice note; endorsement of legal document; marked cheque.

2. Assume that you are attending school in Kingston and that your class wishes to visit the office of the Albright Manufacturing Co. Ltd., 75 First Avenue. This firm has a large accounting department, a stenographic pool, and a specialized filing department.

(a) Write a letter to Mr. L. K. Bower, the office manager, requesting an opportunity for your class to visit the various departments of his office.

(b) Assuming that the visit has been made, write a letter of thanks to Mr. Bower.

[OVER]

3. (a) Under suitable headings, discuss the duties of a secretary to a business executive.

(b) Assuming that you are an executive requiring a secretary, state (i) how you would invite applications, (ii) what training and qualifications you would require, (iii) how you would check information submitted by an applicant, (iv) how you would make your final selection.

4. Assume that you are the secretary to Mr. S. R. Owen, Office Manager for Lovett and Son, 983 Barker Street, Hamilton, furniture manufacturers. Just as Mr. Owen is leaving the office on a trip, he receives a letter from an old friend, Mr. A. B. Campbell, 593 Collins Avenue, Belleville, Ontario, who is opening a similar business. He wants suggestions for reference books and periodicals which should be available in his office. Mr. Owen asks you to reply.

(a) In report form, suggest *five* reference books and *three* magazines or periodicals, with a brief note about each, which you think would be valuable to the secretary and office staff.

(b) Reply to Mr. Campbell's letter, enclosing the report.

5. At 3.20 p.m. the Presiding Officer will dictate a letter and an editorial. Take the dictation in shorthand. Type the letter and the editorial on the paper provided, using a separate sheet or sheets for the editorial and making a carbon copy of each. Submit both shorthand notes and carbon copies with your completed examination paper.

For the Presiding Officer only—Dictation Material for Question 5.

Mr. Robert Armstrong, President of Mailways (M-A-I-L-W-A-Y-S) Limited, 905 River Boulevard /, Windsor, dictates the following letter to Mr. James R. Rushton (R-U-S-H-T-O-N), Manager of Rushton / Products, 45 Sylvester (S-Y-L-V-E-S-T-E-R) Street, Belleville, Ontario.

Please set up this letter / in block style, closed punctuation, using AL as the stenographer's initials.

Dear Jim :

It was like having a visit with you to read // your letter which arrived last Friday.

I was glad to learn that business is brisk and that your son is with you in the business / now and is beginning to carry some of the responsibility.

You asked if I recalled an editorial in a paper entitled "Dunkirk". / Fortunately, I had clipped the very article and I came across it in my scrap book a couple of weeks ago. It appeared in the / New York Times and I shall dictate it to my secretary and enclose a copy.

I am delighted to know that you have taken up // color photography as a hobby. I know how much you will enjoy it. You would get some beautiful shots on your recent trip to Mexico./

While on the subject of hobbies, I cannot resist quoting a few sentences from an article entitled "A Business Man's Hobbies". Here they are: / (QUOTE)

"A hobby satisfies the desire in all of us to create something. There are a thousand and one ways in which people satisfy their creative urge. / Take the crafts — woodworking, weaving, leather working; or the arts — painting, drawing, composing, writing, photography. These are just// some of the many ways in which you can be a maker, an originator. (PARAGRAPH)

"In choosing a hobby, the really big question is: / Will it give you fun and enjoyment? It must interest you. It must be something you do because you want to do it. / (PARAGRAPH)

[OVER]

“But we must not allow a hobby to become master. We should be able to drop it painlessly at any time when more / imperative demands are made of us. It should not become possessive.” (UNQUOTE)

This comforted me as I’ve forsaken my paint and brush for the color camera.//

I am looking forward to your proposed visit here in late August. Be sure to bring your films with you.

Sincerely,/

Now for the editorial! Head it “Dunkirk” and in brackets —from the New York Times, June 1, 1940. /

“So long as the English tongue survives, the word Dunkirk will be spoken with reverence. For in that harbour, in such a / hell as never blazed on earth before, at the end of a lost battle, the rags and blemishes that have hidden the soul // of democracy fell away. There, beaten but unconquered, in shining splendour, she faced the enemy. (PARAGRAPH)

“They sent away the wounded first. / Men died so that others could escape. It was not so simple a thing as courage, which the Nazis had in plenty. / It was not so simple a thing as discipline, which can be hammered into men by a drill sergeant. It was not the result / of careful planning, for there could have been little. It was the common man of the free countries, rising in all his glory // out of mill, office, factory, mine, farm and ship, applying to war the lessons learned when he went down the shaft to bring out / trapped comrades, when he hurled the lifeboat through the surf, when he endured poverty and hard work for his children’s sake. / (PARAGRAPH)

“This shining thing in the souls of free men Hitler cannot command or attain or conquer. He has crushed it, where he could, from German hearts. / (PARAGRAPH)

“It is the great tradition of democracy. It is the future. It is victory.” //

Department of Education, Ontario

Annual Examinations, 1954

GRADE XIII

MATHEMATICS OF INVESTMENT

NOTE. *The candidate should obtain a set of mathematical tables from the Presiding Officer.*

1. The force p of the wind on a plane surface at right angles to the direction of the wind varies jointly as the area A of the surface and the square of the wind's velocity V . Given that the force on 4 square feet is 8 pounds when the wind's velocity is 20 miles per hour, find

(a) an equation connecting p , A , and V ,

(b) the force on a surface 6 feet by 12 feet when the wind's velocity is 50 miles per hour.

2. (a) Establish a formula for the sum of n terms of an arithmetic progression.

(b) Three numbers whose sum is 35 are in geometric progression. When 1 is subtracted from the first, 2 from the second, and 8 from the third, the remainders are in arithmetic progression. Find the numbers.

3. (a) In the expansion of $(a^2+2x)^{12}$, find the term involving x^4 .

(b) On an examination paper there are five questions on algebra and five on geometry. In how many ways can eight questions be chosen if at least three must be taken from each group?

4. The number n of revolutions per minute of a certain water turbine is given by the formula

$$n = \frac{400}{61.3} h^{1.3} p^{-0.4},$$

where h feet is the height from which the water falls and p horsepower is the power developed. Compute n when $h=26.0$ and $p=106$.

[OVER]

5. (a) Find the rate per annum, compounded quarterly, which is equivalent to 3% per annum, compounded semi-annually.

(b) The following note is sold on June 1, 1954. Find what the buyer should pay for this note in order to earn 6% per annum, compounded annually, on his investment.

June 1, 1953.

At the end of three years I promise to pay to William Smith or order \$1000 with accumulated interest from to-day at 5% per annum, compounded semi-annually.

(Signed) George Brown.

6. A corporation borrows \$50,000 with the agreement that interest for the first 4 years is at the rate 5% effective, and for the next 8 years after that at 6% effective. The debt, interest included, is to be discharged by equal payments at the end of each year for the 12 years. Find the annual payment.

7. A \$1000, 6% bond pays interest on January 1 and July 1 and will be redeemed at par on July 1, 1958. Assuming the yield to a purchaser to be 5% per annum, compounded semi-annually, find

(a) the flat price on August 16, 1953,

(b) the market quotation (the "and-interest" price) on August 16, 1953.

8. An investor pays \$108,000 for an enterprise which will give a \$15,000 dividend at the end of each year for 9 years and will be worthless thereafter. The investor plans to set aside equal yearly sums which will accumulate at 4% effective and provide a replacement for his original investment at the end of 9 years. Find the annual rate of interest which he will receive on his investment.

9. (a) Find a formula, in terms of the commutation symbols, for the present value of a whole life annuity due of \$1, contingent on the life of a person aged x .

(b) Calculate the single payment which a man at the age of 40 should make for an annuity of \$1000, to begin at age 65. (Assume the interest rate of the tables.)

Department of Education, Ontario

August Examinations, 1954

GRADE XIII

ENGLISH COMPOSITION

NOTE. *The candidate shall not use in his essay any name which might indicate his examination centre.*

1. Write an essay about two pages in length (300 to 500 words) on *one* of the following topics.

- (a) Education is a private affair.
- (b) An auction sale.
- (c) The modern worship of comfort, security, and "success".
- (d) In defence of nonsense.
- (e) Times have changed.
- (f) What I hope to do and how I plan to do it.
- (g) Where is our horizon?
- (h) The spring break-up (*or* the onset of winter) and how it affects my life.

2. Rewrite each of the following sentences in an improved form. Expressing yourself in complete sentences, justify any changes.

- (a) In France meals are arranged differently than they are here; for instance, they often have no more than a roll and coffee for breakfast.
- (b) When submitting a manuscript to a publisher, a stamped, self-addressed envelope should be enclosed.
- (c) The question will be finalized later.
- (d) Metal tips for broken skis are made by some manufacturers; they are a successful device.
- (e) Many natural phenomena are not mysteries to us like they were to our forefathers.

[OVER]

3. Given words:

altruism, analogy, bellicose, coherent, debilitating, exonerate, insinuation, intransigent, orthodox, vehement.

Make a list of the given words and write beside each its nearest equivalent from among the following:

accepted as true, allegory, commonplace saying, deprive of honour, easily followed, free from blame, hanging together, heretical, homogeneous, insult, lacking in ability, obese, oblique hint, regard for others, rough, similarity, temporary resident, uncompromising, violent, warlike, weakening.

4. Give the substance of the following passage, reducing it to about 125 words. Your version should be connected in thought and expressed mainly in your own words.

The object of this Essay is to assert one very simple principle, as entitled to govern absolutely the dealings of society with the individual in the way of compulsion and control, whether the means used be physical force in the form of legal penalties, or the moral coercion of public opinion. That principle is, that the sole end for which mankind are warranted, individually or collectively, in interfering with the liberty of action of any of their number, is self-protection. That the only purpose for which power can be rightfully exercised over any member of a civilized community, against his will, is to prevent harm to others. His own good, either physical or moral, is not a sufficient warrant. He cannot rightfully be compelled to do or forbear because it will be better for him to do so, because it will make him happier, because, in the opinions of others, to do so would be wise, or even right. These are good reasons for remonstrating with him, or reasoning with him, or persuading him, or entreating him, but not for compelling him, or visiting him with any evil in case he do otherwise. To justify that, the conduct from which it is desired to deter him, must be calculated to produce evil to some one else. The only part of the conduct of any one, for which he is amenable [responsible] to society, is that which concerns others. In the part which merely concerns himself, his independence is, of right, absolute. Over himself, over his own body and mind, the individual is sovereign. (262 words)

—from *On Liberty*, by John Stuart Mill.

Department of Education, Ontario

August Examinations, 1954

GRADE XIII

ENGLISH LITERATURE

NOTE 1. *After the name of the subject on the outside of the envelope the candidate shall insert the name of the play by Shakespeare referred to in his answers to Questions 1 and 2.*

NOTE 2. *The candidate will note the option allowed in Question 6, and the choices permitted there and in other questions.*

1. (a) From various parts of the Shakespearean play which you have studied, select and describe *three* different incidents which reveal distinct stages in the decline of the fortunes of Macbeth, *or* Hamlet, *or* Brutus, *or* Romeo, *or* Lear.

(b) Indicate what this character says or does as an immediate response to each of these evidences of decline in his fortunes.

2. "Our sympathy for the chief person in a tragedy is often sustained by scenes showing his relationship with a subsidiary person."

(a) Describe *three* separate and significant incidents in which Lady Macbeth, *or* Horatio, *or* Cassius, *or* Mercutio (*or* the Friar), *or* Edgar, is used to call forth our sympathetic interest in Macbeth, *or* Hamlet, *or* Brutus, *or* Romeo, *or* Lear, respectively.

(b) Show, in two or three sentences for each, what new insight into the character of the chief person has been gained by the audience in each of these incidents.

[OVER]

3. Supporting your answer by references to incidents in *Arms and the Man*, point out *three* differences of character in Bluntschli and Sergius.

4. (a) Describe in your own words the pictures which are on the Grecian urn in Keats' poem.

(b) In the poem "Saul" David says, "Then the truth came upon me. No harp more — no song more! outbroke —."

Give the train of reasoning by which David proceeded, after the last of the songs, to reach "the truth" and thus release Saul.

(c) Record, in a sentence or two for each, *six* incidents or descriptions in *The Titanic* by E. J. Pratt which reveal indifference to impending danger.

5. Answer the following questions on any *one* of the poems beginning

"When to the sessions of sweet silent thought"

(Shakespeare)

OR

"It is not to be thought of (Wordsworth)

OR

"Oh yet we trust that somehow good" (Tennyson)

OR

"Not that the earth is changing" (Rossetti):

(a) Explain the problem or difficulty which the poet describes, and state the solution which he proposes.

(b) Set forth and illustrate *three* artistic merits in his expression of these ideas.

6. "The ending of a short story is ineffective unless the author has led up to that ending by means of many hints, clues, and foreshadowings."

For *one* of the prescribed short stories,

(a) comment, in a sentence or two, upon anything distinctive in the ending;

(b) mention any *three* of the hints, clues, or foreshadowings in this story, and explain briefly how each one prepares the reader for the outcome of the story.

OR

Discuss, with detailed references to the text, *one* of the prescribed essays under the following headings:

- (a) the theme;
- (b) the author's unique way of presenting his material;
- (c) *two* of the most interesting passages in the essay.

7. Referring directly to *The Return of the Native*, describe *four* separate situations or incidents which are uncommonly spectacular or even improbable.

8.

GOD'S WORLD

O World, I cannot hold thee close enough!
Thy winds, thy wide gray skies!
Thy mists that roll and rise!
Thy woods, this autumn day, that ache and sag
And all but cry with colour! That gaunt crag
To crush! To lift the lean of that black bluff!
World, World, I cannot get thee close enough!

Long have I known a glory in it all,
But never knew I this;
Here such a passion is
As stretcheth me apart. Lord, I do fear
Thou'st made the world too beautiful this year.
My soul is all but out of me — let fall
No burning leaf; prithee, let no bird call.

—Edna St. Vincent Millay.

- (a) Explain the last two lines.
- (b) Point out and illustrate by references to the poem *three* different devices by which the poet tries to suggest meanings almost beyond words.
- (c) Point out and illustrate *one* distinctive merit in the structure and *one* distinctive merit in the sound of the poem.

Department of Education, Ontario

August Examinations, 1954

GRADE XIII

HISTORY

NOTE. *Five questions constitute a full paper.*

PART A

NOTE. *Three questions may be answered from Part A and two from Part B, or two from Part A and three from Part B.*

1. After the American Revolution what progress was made toward more friendly relations between Great Britain and the United States by (a) Jay's Treaty, 1794; (b) the Treaty of Ghent, 1814; (c) the Rush-Bagot Convention, 1818; (d) the Monroe Doctrine, 1823?

2. Compare the views of Hamilton and Jefferson on (a) political democracy, (b) financial and economic policies, (c) foreign policy with reference to the struggle between Great Britain and France, (d) the relative powers of federal and state governments.

3. (a) Compare the strength and the weakness of the North with the strength and the weakness of the South at the beginning of the American Civil War.

(b) Discuss Lincoln's attitude toward slavery both before and during the Civil War.

(c) Describe the reconstruction policy imposed upon the South by the Radical Republicans at the close of the Civil War.

4. (a) Discuss the causes of industrial growth in the United States between 1850 and 1900.

(b) What threats to free enterprise developed with the rise of Big Business?

(c) To what extent were the methods of Big Business challenged and checked during the administration of Theodore Roosevelt?

[OVER]

PART B

NOTE. *Three questions may be answered from Part B and two from Part A, or two from Part B and three from Part A.*

5. Review the conditions and events in Lower and in Upper Canada which led to the Rebellion of 1837.

6. (a) Describe the system of government established in Canada by the British North America Act.

(b) Comment briefly upon *three* significant differences between the American and Canadian systems of government.

7. Discuss the nature and importance of the following events in Great Britain after 1914:

- (a) extension of the franchise;
- (b) the General Strike of 1926;
- (c) the Statute of Westminster;
- (d) the Abdication Crisis.

8. With special reference to its significance in the Second World War, discuss each of the following:

- (a) the Battle of Britain;
- (b) the Atlantic Charter;
- (c) the attack on Pearl Harbor;
- (d) the invasion of Normandy.

Department of Education, Ontario

August Examinations, 1954

GRADE XIII

ALGEBRA

NOTE. *A book of mathematical tables and a supply of squared paper may be obtained from the Presiding Officer.*

1. (a) Solve from first principles the quadratic equation

$$x^2 + 2ax + b = 0.$$

(b) Given that $y = px + q$, where $x^2 + 2ax + b = 0$, show that $y^2 + 2(ap - q)y + (bp^2 - 2apq + q^2) = 0$.

2. Solve the system of equations

$$7x - y - 2z = 0,$$

$$3x + y - 4z = 0,$$

$$10x^2 - y^2 + z^2 = -6.$$

3. Given that

$$f(x) = \frac{1}{2}(3^x + 3^{-x}) \text{ and } g(x) = \frac{1}{2}(3^x - 3^{-x}),$$

show that

$$(a) \quad f(x+y) = f(x)f(y) + g(x)g(y),$$

$$(b) \quad g(x+y) = g(x)f(y) + f(x)g(y).$$

4. (a) Find from first principles the sum of n terms of the arithmetic progression

$$a + (a+d) + (a+2d) + \dots$$

(b) The sum of n terms of a certain series is $bc^n - b$ for $n=1, 2, 3, \dots$. Find the n th term, and show that the series is a geometric progression.

5. Find the sum of n terms of the series

$$(x+y)^2 + (x^2+y^2)^2 + (x^3+y^3)^2 + \dots,$$

given that x^2, xy, y^2 are all different from 1.

[OVER]

6. (a) Show from first principles that

$${}_nP_r = n({}_{n-1}P_{r-1}),$$

and deduce that

$${}_nP_r = n(n-1) \dots (n-r+1).$$

(b) Show from first principles that

$${}_nP_r = ({}_nC_r) ({}_rP_r),$$

and deduce that

$${}_nC_r = \frac{n(n-1) \dots (n-r+1)}{r(r-1) \dots 1}.$$

7. In how many ways is it possible to choose 5 men and 5 women from 7 married couples, 3 single men, and 3 single women, on the understanding that in the case of a married couple the husband and wife must either be both chosen or both left?

8. A loan of \$1,000 bearing interest at the rate of $1\frac{1}{2}\%$ per month, compounded monthly, was discharged by 28 equal monthly payments.

(a) Verify that the monthly payment was approximately \$44.

(b) Calculate how much interest was paid.

9. (a) State and prove the binomial theorem for a positive integral exponent.

(b) Given that $y = \frac{2x}{1+x^2}$, verify that the expansion of

$$\frac{y}{1} + \frac{y^3}{3} + \frac{y^5}{5} + \frac{y^7}{7} + \dots$$

in powers of x agrees with

$$2\left(\frac{x}{1} + \frac{x^3}{3} + \frac{x^5}{5} + \frac{x^7}{7} + \dots\right)$$

up to and including the term in x^7 .

Department of Education, Ontario

August Examinations, 1954

GRADE XIII

GEOMETRY

NOTE. *Squared paper, if desired, may be obtained from the Presiding Officer.*

1. (a) Develop the formula for the area of a triangle whose vertices are (x_1, y_1) , (x_2, y_2) , (x_3, y_3) .

(b) Find the equation of the straight line which is perpendicular to the straight line through the points $A(-1, -2)$ and $B(8, 7)$ and which divides AB *externally* at P so that

$$\frac{PA}{PB} = \frac{1}{2}.$$

2. (a) Derive the formula for the perpendicular distance from the point (x_1, y_1) to the line $Ax + By + C = 0$.

(b) Find the distance between the parallel lines $40x + 9y - 45 = 0$ and $40x + 9y + 80 = 0$.

3. (a) Write an equation for the family of circles which pass through the points of intersection of the circles

$$x^2 + y^2 + 6x - 10y + 3 = 0 \text{ and } x^2 + y^2 - 4x + 6y = 0.$$

(b) From the family of circles referred to in (a), select the one whose centre is on the y -axis and simplify its equation.

4. (a) Derive the equation of the tangent to the circle

$$x^2 + y^2 + 2gx + 2fy + c = 0,$$

given that the point of contact is (x_1, y_1) .

(b) Find the equation of the radical axis of the circles

$$5x^2 + 5y^2 - 6x + 2 = 0 \text{ and } x^2 + y^2 + x + 7y - 4 = 0.$$

[OVER]

5. (a) Find the equation of the diameter which bisects chords of slope m of the parabola $y^2 = 4px$.

(b) Find the equation of the tangent to the parabola $y^2 = 12x$ which is perpendicular to the line $2x + y + 7 = 0$.

6. (a) Prove that the area of an ellipse with semi-axes a and b is πab .

(b) A chord of the ellipse $4x^2 + 3y^2 = 36$ passes through $(2, 1)$ and is bisected by the diameter $3x + 2y = 0$. Find the equation of the straight line on which the chord lies.

7. (a) Given the hyperbola $9x^2 - 16y^2 = 144$, find

- (i) the coordinates of the foci,
- (ii) the length of the latus rectum,
- (iii) the eccentricity.

(b) In the ellipse $9x^2 + 25y^2 = 225$, the ends of the major axis are the foci of a hyperbola and the foci of the ellipse are the vertices of the hyperbola. Find the equation of the hyperbola.

8. A cross-section of a trough is a semi-ellipse with width at the top 20 inches and depth 13 inches. The trough is filled with water to a depth of 8 inches. Find the width at the surface of the water.

9. Two perpendicular lines VP and VQ pass through the vertex, V , of a parabola and meet the curve again at P and Q . Prove that PQ cuts the axis of the parabola in a fixed point.

Department of Education, Ontario

August Examinations, 1954

GRADE XIII

TRIGONOMETRY AND STATICS

NOTE. *The candidate should obtain a set of mathematical tables from the Presiding Officer.*

1. (a) An angle A of the third quadrant is such that $\operatorname{cosec} A = -\frac{5}{3}$. Draw a diagram showing the angle A with its vertex at the origin of a rectangular coordinate system and its initial arm along the x -axis.

(b) Without using tables, calculate, for the angle described in (a), the value of (i) $\tan A$, (ii) $\sec A$, (iii) $\cos 2A$.

2. Using 5-place tables, find the value of (i) $\log 0.0432$, (ii) $\operatorname{antilog} 3.7624$, (iii) $\cot \frac{4\pi}{7}$.

3. A man observes two trees in line due east of his position. After walking 800 yards due north, he observes that the bearings of the trees are $43^\circ 17'$ and $58^\circ 22'$ east of south, respectively. Calculate, to the nearest yard, the distance between the trees.

4. (a) Prove the formulas

$$(i) \sin C - \sin D = 2 \cos \frac{C+D}{2} \sin \frac{C-D}{2},$$

$$(ii) \cos C - \cos D = 2 \sin \frac{C+D}{2} \sin \frac{D-C}{2}.$$

(b) Without using tables, show that

$$\cos 8^\circ - \sin 38^\circ = \sin 22^\circ.$$

[OVER]

5. (a) Through a point O there act two forces P and Q . P has magnitude 10 pounds and acts east; Q has magnitude 6 pounds and acts north. Calculate (i) the magnitude of the resultant of P and Q correct to the nearest pound, (ii) the angle which this resultant makes with P , correct to the nearest degree.

(b) Rectangular axes OX and OY are chosen with OX pointing east and OY north. Calculate the moment about the point $(3, 4)$ of each of the forces P and Q described in (a).

6. (a) For a triangle ABC , prove the formula

$$\sin \frac{A}{2} = \sqrt{\frac{(s-b)(s-c)}{bc}}.$$

(b) Using logarithms and the formula given in (a), calculate, to the nearest minute, the value of A for a triangle in which $a = 16.32$, $b = 19.87$, $c = 10.43$.

7. (a) Prove the identity

$$\frac{1 - \tan^2 (45^\circ - A)}{1 + \tan^2 (45^\circ - A)} = \sin 2A.$$

(b) Using tables, calculate, each correct to the nearest minute, all the values of x in the range 0° to 360° which satisfy the equation

$$3 \cos 2x - \cos x + 1 = 0.$$

8. A weight of 50 pounds rests on a rough plane (coefficient of friction $\mu = 0.45$) inclined to the horizontal at an angle of 65° . It is just prevented from sliding down by a force P acting directly up the plane. Calculate, to the nearest pound, the magnitude of P .

9. A bar AB of length 10 ft. is free to turn in a horizontal plane about a smooth vertical pin passing through its centre C . A horizontal force of 8 pounds is applied at A along AD , where $\angle DAC = 30^\circ$. Calculate the horizontal force which must be applied at B , perpendicular to AB , in order to keep the bar in equilibrium. Determine also the magnitude and direction of the reaction of the pin at C on the bar. (Assume data exact.)

Department of Education, Ontario

August Examinations, 1954

GRADE XIII

BOTANY

1. (a) Describe an experiment that illustrates plasmolysis of a cell of *either* *Spirogyra* or *Elodea*.

(b) Explain what is observed in the experiment described in your answer to (a).

(c) Explain how a growing root may be injured by plasmolysis.

2. (a) Contrast branch roots and root hairs under the headings of origin, location, structure, and duration.

(b) Name *three general* functions of roots.

(c) Describe the characteristics of special root structures which suit them for *two special* root functions.

3. (a) Give the names of families, *one* for each, having the following characteristics:

- (i) stamens five, united by their anthers;
- (ii) perianth of six similar parts;
- (iii) fruit a two-loculed capsule;
- (iv) corolla irregular and fused;
- (v) stamens six, two short;
- (vi) fruit three-celled;
- (vii) sepals five;
- (viii) carpels spirally arranged;
- (ix) pappus, of scales, bracts or hairs;
- (x) fruit a winged samara.

(b) Make a labelled diagram to show the arrangement and attachment of parts in an epigynous flower.

[OVER]

4. (a) Tell how you would distinguish lenticels, leaf-scars, and bud-scale scars.

(b) Make a labelled diagram of a cross-section of a monocotyledonous stem, indicating the various tissues.

(c) Contrast respiration and photosynthesis under the headings: (i) time of occurrence, (ii) cells involved, (iii) raw materials, (iv) products.

5. (a) List *three* environmental factors which affect the rate of transpiration.

(b) Describe how *two* of these factors may be modified in transplanting seedlings.

(c) Show what features of plant structure regulate the transpiration of

(i) a pine tree,

(ii) a deciduous tree in winter.

6. (a) Describe the life cycle of *either* a liverwort *or* a moss, showing clearly where each generation begins and where it ends.

(b) Show *three* ways in which the sporophyte of the Pteridophytes is more advanced than that of the Bryophytes.

(c) Describe control measures for *either* apple scab *or* black knot.

7. (a) In his breeding experiments with tall and dwarf pea plants Mendel used pure-bred (homozygous) parents. State briefly the results of his experiments in the first and second filial generation, and explain the results in terms of gene constitution. (*Indicate the meaning of any symbols used in your answer.*)

(b) Briefly discuss *four* soil factors, showing how each influences plant growth beneficially.

Department of Education, Ontario

August Examinations, 1954

GRADE XIII

ZOOLOGY

NOTE. *The Presiding Officer will provide two gummed sheets of outline drawings to be used in answering question 7. The sheets are to be fastened on two unused right hand (lined) pages in the examination book, immediately to the right of the margin.*

1. (a) Name the Orders, *one* for each, to which the following insects belong:

dragon-fly; ichneumon fly; monarch butterfly; May beetle.

(b) Group the insects named in (a) on the basis of each of (i) type of mouth parts, (ii) wings, (iii) metamorphosis.

(c) In not more than 100 words outline the life history of the dragon-fly.

2. (a) Name in order the channels through which oxygen passes from the atmosphere until it reaches a muscle cell in the right arm of a mammal.

(b) Describe the breathing movements in *either* a perch *or* a goldfish.

(c) State how oxygen and carbon dioxide are carried in the blood.

(d) State the difference between the composition of the blood of a mammal in each of the following pairs:

- (i) the renal artery and the renal vein;
- (ii) the right ventricle and the left auricle;
- (iii) the hepatic portal vein and the hepatic vein.

[OVER]

3. (a) Make a labelled drawing to show the nervous system of the frog as viewed in a dissection from the dorsal surface.

(b) (i) Prepare a diagram of a cross-section of the spinal cord to show the location of the neurones forming the pathway of a nerve impulse from a stimulated area on the skin to a responding muscle. Name the different neurones and use arrows to indicate the direction of the impulse.

(ii) Give *two* examples of reflex actions.

4. (a) Describe the taking in of food in (i) an amoeba (*or* paramoecium), (ii) a snake.

(b) Give an account of the processes involved in the digestion and absorption of fatty food in a mammal.

5. (a) (i) Make a drawing of a cross-section of an earthworm immediately posterior to the gizzard.

(ii) Indicate on your drawing the location and function of *four* different tissues and of *two* different organs.

(b) Distinguish between the terms in each of *three* of the following pairs:

- (i) statocyst, semi-circular canal;
- (ii) choroid coat, sclerotic coat;
- (iii) warm-blooded, cold-blooded;
- (iv) bicuspid valve, aortic semi-lunar valve.

6. (a) Describe quill feathers under the headings: (i) distribution; (ii) structure; (iii) use in flight.

(b) Define and give *one* example of each of the following:

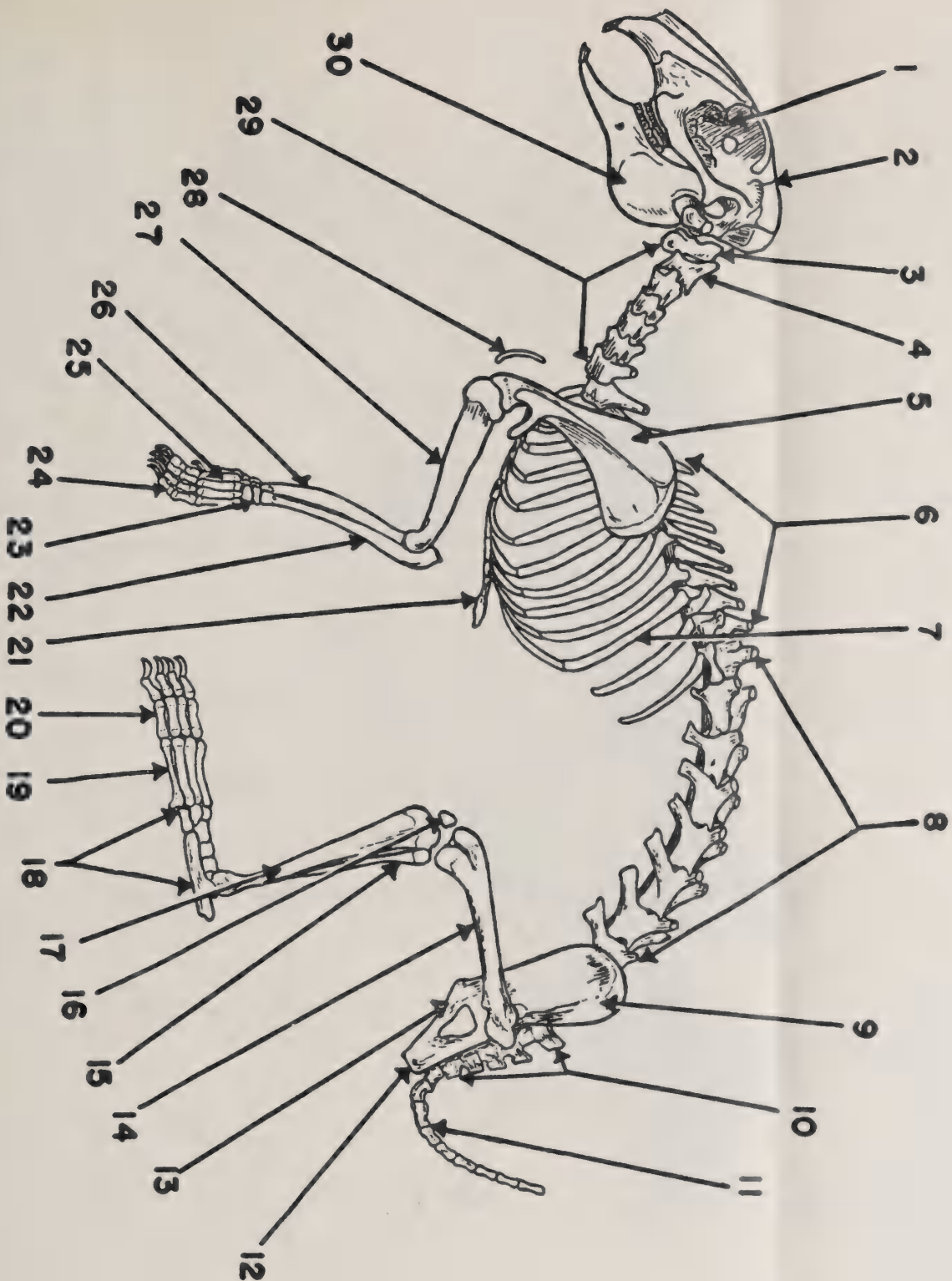
- (i) endocrinal glands; (ii) crustacean;
- (iii) primate.

7. For each of the *two* drawings supplied,

(a) insert on the blank line at the top of the sheet the name of the complete structure represented and state the aspect from which it is viewed,

(b) insert after the appropriate numbers the names of the parts indicated by arrows.

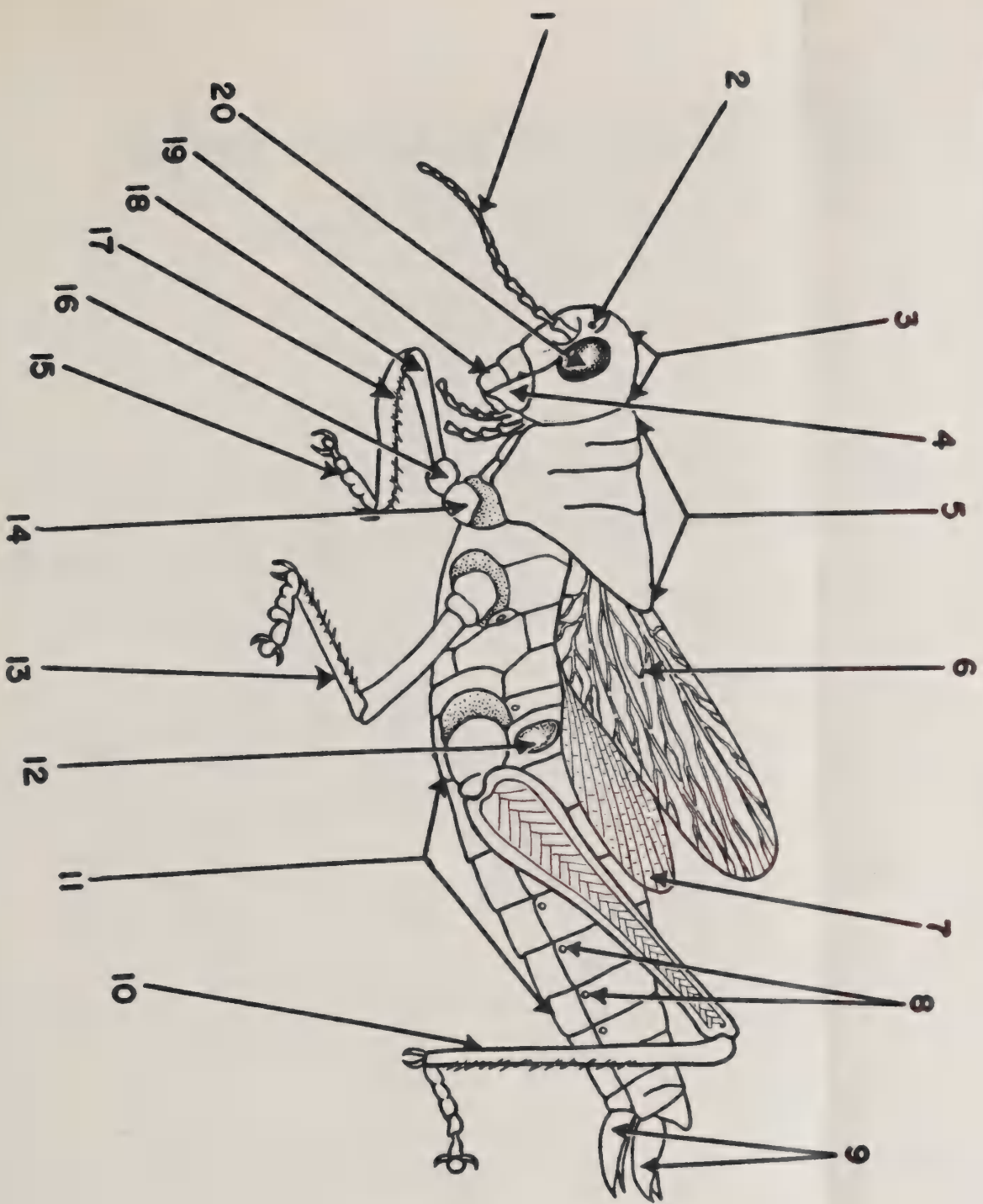
(a) _____



(b)

- | | | | |
|----|-------|----|-------|
| 1 | _____ | 16 | _____ |
| 2 | _____ | 17 | _____ |
| 3 | _____ | 18 | _____ |
| 4 | _____ | 19 | _____ |
| 5 | _____ | 20 | _____ |
| 6 | _____ | 21 | _____ |
| 7 | _____ | 22 | _____ |
| 8 | _____ | 23 | _____ |
| 9 | _____ | 24 | _____ |
| 10 | _____ | 25 | _____ |
| 11 | _____ | 26 | _____ |
| 12 | _____ | 27 | _____ |
| 13 | _____ | 28 | _____ |
| 14 | _____ | 29 | _____ |
| 15 | _____ | 30 | _____ |

(a) _____



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Department of Education, Ontario

August Examinations, 1954

GRADE XIII

PHYSICS

1. A balloon has been ascending from the ground for 15.0 sec. with an acceleration of 0.80 ft. per sec. per sec. when a stone is dropped from it. Calculate the length of time from the release of the stone until it hits the ground.

(Acceleration due to gravity = 32.0 ft. per sec. per sec.)

2. A boy hauls a 64.0-lb. sled over level snow by a uniform pull of 6.00 pounds on a horizontal rope fastened to the sled. Frictional resistance to the motion of the sled is 2.00 pounds. At the end of 4.00 sec. the boy drops the rope onto the sled.

Calculate:

- (a) the acceleration of the sled while it is being pulled;
- (b) the impulse which the boy gives to the sled;
- (c) the impulse which friction gives to the sled;
- (d) the net impulse which the sled receives;
- (e) the distance which the sled coasts.

3. (a) (i) Define *dyne*, *watt*.

(ii) Distinguish between *potential* energy and *kinetic* energy.

(iii) Define *efficiency* of a machine.

(b) Describe an experiment to measure the coefficients of static and kinetic friction.

4. A 24.0-lb. smooth, flat, circular stone sliding on smooth ice at 4.00 ft. per sec. collides head on with a 36.0-lb. smooth, flat, circular stone sliding in the opposite direction at 3.00

[OVER]

ft. per sec. The 36.0-lb. stone reverses direction at collision and moves off at a speed of 2.00 ft. per sec.

Calculate:

- (a) the speed of the 24.0-lb. stone after collision;
- (b) the total kinetic energy of both stones before the collision;
- (c) the total kinetic energy of both stones after the collision;
- (d) the loss of kinetic energy in the collision.

5. Describe, with the aid of a labelled diagram, an electrical method of measuring the mechanical equivalent of heat.

6. (a) A tuning fork whose frequency is 256 vibrations per sec. is to be mounted on a wooden box, closed at one end, which will resonate at the fundamental frequency of the fork. The velocity of sound in air at room temperature is 340 metres per sec. Calculate the length of the box required.

(b) A parallel plate condenser has a capacitance of 8.85×10^{-3} microfarad and is charged to a potential of 271 volts.

Calculate:

- (i) the charge on the plates;
- (ii) the work required to move an electron from the positive plate to the negative plate of the condenser.

(The electronic charge = 1.60×10^{-19} coulomb.)

7. (a) A parallel beam of light is composed of blue, green, and red light, each of a definite wave-length. This beam strikes the face of a 60° prism, making an angle of 30° with the normal to the face. Make a diagram to show, qualitatively, the paths of the three colours through the prism.

(b) State briefly what is meant by the photoelectric effect.

8. (a) An object is placed between a double convex lens and its focus. Using constructional rays, whose directions through the lens are known, draw a ray-diagram to show the formation of the image.

(b) An object 1.40 cm. high is placed 40.0 cm. from a thin convex lens of focal length 25.0 cm. Calculate the position and height of the image formed.

9. (a) A small source radiates energy into space uniformly in all directions at the rate of 630 watts. Calculate the energy per sec. reaching a surface of *one* sq. cm. placed 30.0 cm. from the source and at right angles to the direction of the radiation.

$$(\text{Area of a sphere} = 4\pi r^2)$$

(b) Describe briefly the essential difference between the direct light from an incandescent lamp and the same light which has been passed through a polarizing device.

10. A heating coil connected to the direct-current mains at 200 volts raises the temperature of a litre of water at the rate of 10 Centigrade degrees per minute.

(a) Calculate the resistance of the coil.

(b) If the resistance of the coil, on subsequent measurement, proved to be 55.0 ohms, calculate the percentage of the energy supplied from the mains which was not delivered to the water.

(Mechanical equivalent of heat = 4.2 joules per calorie.)

Department of Education, Ontario

August Examinations, 1954

GRADE XIII

CHEMISTRY

1. (a) State Avogadro's Hypothesis.

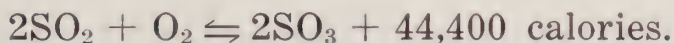
(b) Ten grams of calcium carbonate and ten grams of sodium carbonate are each treated with an excess of hydrochloric acid. Show by a calculation which salt produces the greater volume of carbon dioxide measured at the same temperature and pressure.

(C = 12, Ca = 40, Cl = 35.5, Na = 23, O = 16)

(c) Write equations, *one* for each, for the reactions that occur when

- (i) hydrochloric acid is added to sodium sulphite,
- (ii) hydrochloric acid is added to ferrous sulphide.

2. (a) State the effect of a decrease in temperature on the concentration of sulphur trioxide present at equilibrium in the reaction represented by the following equation:



Give reasons for your answer.

(b) Define the italicized term in the following sentence:

A *saturated solution* of sodium chloride at 20°C. contains 35.0 g. of sodium chloride in 100 g. of water.

(c) Define *electrolysis* and *hydrolysis* and give examples, *one* for each, to illustrate these processes.

(d) Describe briefly the principles involved in the concentration of ores by froth flotation.

3. (a) State the "valence" of

- (i) iron in $\text{K}_4\text{Fe}(\text{CN})_6$,
- (ii) oxygen in $\text{Fe}(\text{OH})_3$.

[OVER]

(b) Make a labelled diagram, according to the Bohr concept, of a chlorine atom.

(c) State the meaning of the terms (i) *dibasic* and (ii) *strong*, as applied to acids. Give examples, *one* for each, to illustrate your answers.

4. (a) Concentrated nitric acid has a density of 1.42 g. per ml. and contains 70% hydrogen nitrate (HNO_3) by weight. Calculate the volume of this acid required to make 6.35 litres of a 0.5 N solution.

(H = 1, N = 14, O = 16)

(b) Sodium chloride occurs abundantly in the earth. Beginning with sodium chloride as a raw material, outline briefly how the following chemicals may be made:

- (i) sodium hydroxide;
- (ii) sodium carbonate;
- (iii) metallic sodium.

(c) List *three* factors which affect the rate of a chemical reaction. Describe briefly an experiment which could be used to illustrate *one* of these factors.

5. (a) Compare the elements chlorine, bromine, and iodine, with respect to

- (i) relative solubility in water,
- (ii) stability of their hydrogen compounds,
- (iii) bleaching action.

(b) State *two* uses for Mendeléeff's Periodic Table.

(c) Write equations, *one* for each, for the reactions that occur when

- (i) calcium is added to water,
- (ii) calcium carbide is added to water.

6. (a) Define *hydride* and *hydrate* and give the name and the formula for an example of each.

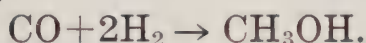
(b) Describe briefly a commercial process for the manufacture of ammonia.

(c) State the colours and write the formulas for the precipitates formed when hydrogen sulphide is passed into separate solutions of (i) copper sulphate, (ii) zinc nitrate, (iii) antimony chloride.

7. (a) State the chemical reactions involved in the production of pig iron in the blast furnace. Write the appropriate equations.

(b) Define a reducing agent in terms of valence changes. Write an equation to illustrate your answer, and indicate the reducing agent.

8. (a) Methanol (methyl alcohol) can be made synthetically from carbon monoxide and hydrogen according to the following equation:



Calculate the volume of gaseous methanol that, theoretically, could be produced at standard temperature and pressure when 2 litres of carbon monoxide and 6 litres of hydrogen are brought together.

(b) Describe briefly the hydrogenation of oils.

(c) Give the name and state a use for each of *two* commercial products made from cellulose.

(d) State the chemicals used in the commercial preparation of (i) acetic acid, (ii) soap.

Department of Education, Ontario

August Examinations, 1954

GRADE XIII

LATIN AUTHORS, GRAMMAR, AND SIGHT TRANSLATION

A

1. Translate into English:

(a) Memini Pamphilum Lilybaetanum, amicum et hospitem meum, nobilem hominem, mihi narrare, cum iste ab sese hydriam Boethi manu factam, praeclaro opere et grandi pondere, per potestatem abstulisset, se sane
5 tristem et conturbatum domum revertisse, quod vas eius modi, quod sibi a patre et a maioribus esset relictum, quo solitus esset uti ad festos dies, ad hospitem adventus, a se esset ablatum.

(b) Iste unum quodque vas in manus sumere, laudare,
10 mirari. Rex gaudere praetori populi Romani satis iucundum et gratum illud esse convivium. Posteaquam inde discessum est, cogitare nihil iste aliud nisi quem ad modum regem ex provincia spoliatum dimitteret. Mittit rogatum vasa ea quae pulcherrima apud eum viderat; ait
15 se suis caelatoribus velle ostendere. Rex, qui illum non nosset, sine ulla suspicione libentissime dedit.

(c) Quid tum? mediocrine tandem dolore eos adfectos esse arbitramini? Non ita est, iudices; primum quod omnes religione moventur, et deos patrios, quos a maioribus acceperunt, colendos sibi diligenter et retinendos esse arbitrantur; deinde hic ornatus, haec opera atque artificia, signa, tabulae pictae Graecos homines nimio opere delectant.

2. State and account for the case of *pondere* (l. 4), *quo* (l. 6), *vasa* (l. 14), *sibi* (l. 20).

3. State and account for the mood of *abstulisset* (l. 4), *gaudere* (l. 10), *dimitteret* (l. 13), *nosset* (l. 16).

[OVER]

4. (a) Outline, in not more than ten lines, the remainder of the story of Pamphilus begun in 1(a).

(b) Explain, in not more than ten lines, how Verres accomplished his purpose of robbing the *rex* mentioned in 1(b) and getting rid of him.

B

5. Translate into English:

- (a) Verani, omnibus e meis amicis
antistans mihi milibus trecentis,
venistine domum ad tuos Penates
fratresque unanimos anumque matrem?
5 venisti. o mihi nuntii beati!
- (b) luctantem Icariis fluctibus Africum
mercator metuens otium et oppidi
laudat rura sui; mox reficit rates
quassas, indocilis pauperiem pati.
- (c) 10 postera Phoebea lustrabat lampade terras
umentemque Aurora polo dimoverat umbram,
cum sic unanimam alloquitur male sana sororem:
"Anna soror, quae me suspensam insomnia terrent!
quis novus hic nostris successit sedibus hospes,
15 quem sese ore ferens, quam forti pectore et armis!
credo equidem, nec vana fides, genus esse deorum."
- (d) "pro re pauca loquar. neque ego hanc abscondere furto
speravi (ne finge) fugam, nec coniugis umquam
praetendi taedas aut haec in foedera veni.
20 me si fata meis paterentur ducere vitam
auspiciis et sponte mea componere curas,
urbem Troianam primum dulcesque meorum
reliquias colerem, Priami tecta alta manerent,
et recidiva manu posuissem Pergama victis."

6. (a) Name the author of 5 (a). Where had his friend been?

(b) Name four occupations other than trading by sea that are mentioned in the poem from which 5 (b) is taken.

(c) Who is the speaker in lines 13-16 in 5 (c), and who is the *hospes*?

(d) Who is the speaker in 5 (d)? What did his *fata* decree that he should do?

7. Write out lines 10-11 (*postera....umbram*), and lines 23-24 (*reliquias....victis*). Mark the scansion. Name the metre.

8. Do not translate the following passage, but name the author, and, in not more than ten lines, summarize the story told by the poem of which it forms a part:

ut illi

nil respondebam, "misere cupis," inquit, "abire;
iamdudum video: sed nil agis; usque tenebo;
persequar hinc quo nunc iter est tibi."

C

9. Translate into English:

(The Remi offer assistance and information to Caesar.)

Eo cum de improvise celeriusque omnium opinione venisset, Remi, qui proximi Galliae ex Belgis sunt, ad eum legatos Iccium et Andebrogium, primos civitatis, miserunt, qui dicerent se suaque omnia in fidem atque potestatem populi Romani venire, neque se cum reliquis Belgis consensisse neque contra populum Romanum coniurasse, paratosque esse et obsides dare et imperata facere et oppidis recipere et frumento ceterisque rebus iuvare; reliquos omnes Belgas in armis esse, Germanosque qui citra Rhenum incolant sese cum his coniunxisse, tantumque esse eorum omnium furorem ut ne Suessiones quidem, fratres consanguineosque suos, qui eodem iure et eisdem legibus utantur, unum imperium unumque magistratum cum ipsis habeant, deterrire potuerint quin cum iis consentirent. Cum ab iis quaereret quae civitates quantaque in armis essent et quid in bello possent, sic reperiebat: plerosque Belgas esse ortos a Germanis Rhenumque antiquitus traductos propter loci fertilitatem ibi consedis Gallosque qui ea loca incolerent expulisse, solosque esse qui, patrum nostrorum memoria omni Gallia vexata, Teutonos Cimbrosque intra suos fines ingredi prohibuerint; qua ex re fieri ut earum rerum memoria magnam sibi auctoritatem magnosque spiritus in re militari sumerent.

Department of Education, Ontario

August Examinations, 1954

GRADE XIII

LATIN COMPOSITION AND CAESAR

NOTE. Candidates should write only on alternate lines.

1. Translate into English:

Dicit liberius atque audacius. Eadem secreto ab aliis quaerit; reperit esse vera: 'Ipsum esse Dumnorigem, summa audacia, magna apud plebem propter liberalitatem gratia, cupidum rerum novarum. Complures annos
5 portoria reliquaque omnia Haeduorum vectigalia parvo pretio redempta habere, propterea quod illo licente contra liceri audeat nemo. His rebus et suam rem familiarem auxisse et facultates ad largiendum magnas comparasse; magnum numerum equitatus suo sumptu semper alere
10 et circum se habere; neque solum domi sed etiam apud finitimas civitates largiter posse, atque huius potentiae causa matrem in Biturigibus homini illic nobilissimo ac potentissimo collocasse; ipsum ex Helvetiis uxorem habere. Si quid accidat Romanis, summam in spem per
15 Helvetios regni obtinendi venire; imperio populi Romani non modo de regno sed etiam de ea quam habeat gratia desperare.'

(a) State and account for the case of *gratia* (l. 4), *pretio* (l. 6), *homini* (l. 12).

(b) Identify, and explain the use of *redempta* (l. 6).

(c) State and account for the mood of *audeat* (l. 7), *accidat* (l. 14).

(d) Identify, and give the principal parts of *auxisse* (l. 8), *alere* (l. 9), *obtinendi* (l. 15).

(e) Explain the Haeduan system of *vectigalia* (l. 5). What reason, other than that suggested in this passage, is given for Haeduan unwillingness to help the Romans against the Helvetians?

[OVER]

2. Translate into Latin:

(a) When I order you, do this without any delay.

(b) It is said that Cicero was the greatest of Roman orators.

(c) This would not have happened if more soldiers had been present.

(d) He said that the city would be stormed.

(e) He begged them not to forget their friends.

3. Translate into Latin:

(a) Since it is the part of a good citizen to obey the laws, we must persuade that man to withdraw from the contest. (*Use passive periphrastic.*)

(b) While the Ambarri were being besieged, Caesar heard of their danger and sent his fastest scouts to find out the number of the enemy there.

(c) Some he made much more hostile, others he allowed to surrender.

(d) Unless we draw our swords and make a stand, we shall have even more difficulty.

(e) Caesar stationed the two legions which he had most recently enrolled on the top of the ridge and, calling his men together, told them that the Helvetians had thrown back our cavalry and were attacking the first line.

4. Translate into Latin:

After the Helvetians had long considered what they should do, they finally decided to leave their country. Although they realized that the Romans would try to prevent them from reaching the territory of the Santones where they wanted to go, still they were not the men to despair easily. Accordingly, they collected their goods, burned their villages, and, putting their wives and children on carts, set out. It was impossible that Caesar should not overtake men so encumbered. Are we to admire him or think his enemies most pitiable when he boasts that he led his army across a river in only one day, a thing which they were scarcely able to accomplish in twenty days by joining rafts and boats? As soon as the Helvetians heard this, they sent envoys and informed Caesar of their intentions. He, however, gave them the following answer: (*Use indirect discourse.*) "I shall make peace with you if you surrender; the Roman people can both spare its enemies and protect its friends; return home and do not allow the Germans to cross into your territories."

Department of Education, Ontario

August Examinations, 1954

GRADE XIII

FRENCH AUTHORS—COMPREHENSION

I. Écrivez les formes suivantes :

- (a) participe présent de
finir, s'asseoir, reproduire, boire, pendre ;
- (b) présent de l'indicatif, troisième personne, singulier, de
tenir, souffrir, aller, pouvoir, mourir ;
- (c) passé défini, troisième personne, pluriel, de
croire, battre, vivre, voir, lire ;
- (d) conditionnel, première personne, singulier, de
mourir, venir, vouloir, aller, savoir.

II. (*French Short Stories*) Complétez chacune des phrases suivantes *par un seul mot*. Il n'est pas nécessaire de copier toute la phrase.

- (a) À Heidelberg la principale distraction à la saison de Noël semble être la....
- (b) Le capitaine Mercadier fit des économies afin d'acheter une...pour la petite fille, de sorte qu'elle pût gagner sa vie.
- (c) Voulant savoir si son fils était arrivé, Mme de Dey s'excusa pour aller chercher un...de loto.
- (d) Les Prussiens menaçaient de mort tout Français n'appartenant pas à l'armée régulière et pris les ...à la main.
- (e) La peur de mourir de..., voilà la plus grande souffrance de Walter Schnaffs.
- (f) La jeune fille ne put s'endormir dans le parc aux moutons parce que ceux-ci...trop.
- (g) On voyait derrière le restaurant fréquenté par maître Hauchecorne des...de toutes les formes.

[TOURNEZ]

- (h) Après la terrible nuit on trouva devant la porte du garde forestier un...mort.
- (i) Le capitaine ne se plaignait pas de la présence de quelques...dans les consommations.

III. (*French Short Stories*)

(a) Racontez en français comment Pierrette influença la vie du capitaine Mercadier. (Environ *cinquante* mots)

(b) Décrivez en français le père Merlier, son village et son moulin. (Environ *cinquante* mots)

IV. (*French Short Stories*) Répondez en français, par des phrases complètes, aux questions suivantes. Ne dépassez pas *vingt* mots pour chaque réponse. Il n'est pas nécessaire de répéter les mots de la question.

- (a) Expliquez pourquoi le berger chérissait les étoiles.
- (b) Pourquoi Walter Schnaffs a-t-il ôté son casque avant de sortir la tête du trou?
- (c) Qu'est-ce qui avait retardé l'arrivée des provisions du berger, dans le conte de Daudet?
- (d) Dans quelles circonstances le raconteur de *La Peur* a-t-il eu sa première expérience épouvantable?
- (e) Comment explique-t-on les meurtres du doyen?
- (f) Pourquoi Dominique a-t-il fini par prendre part à la bataille du moulin?
- (g) Dites les qualités (*ou* défauts) de Maupassant comme auteur de contes.

V. Lisez les passages ci-dessous. Écrivez en français des phrases complètes pour répondre aux questions, mais ne dépassez pas *vingt* mots pour chaque réponse.

(a) J'aime à regarder de ma fenêtre la Seine et ses quais par ces matins d'un gris tendre qui donnent aux choses une douceur infinie. J'ai contemplé le ciel d'azur qui répand sur la baie de Naples sa sérénité lumineuse,
 5 mais notre ciel de Paris est plus animé, plus bienveillant et plus spirituel. Il sourit, menace, caresse, s'attriste et s'égaie comme un regard humain. Il verse en ce moment une molle clarté sur les hommes et les bêtes de la ville qui accomplissent leur tâche quotidienne.

10 Les bouquinistes déposent leurs boîtes sur le parapet. Ces braves marchands d'esprit, qui vivent sans cesse dehors, la blouse au vent, sont si bien travaillés par l'air,

les pluies, les gelées, les neiges, les brouillards et le grand soleil, qu'ils finissent par ressembler aux vieilles statues
15 des cathédrales. Ils sont tous mes amis et je ne passe guère devant leurs boîtes sans en tirer quelque bouquin qui me manquait jusque-là, sans que j'eusse le moindre soupçon qu'il me manquât....

Le vieux et vénérable Paris avec ses tours et ses flèches,
20 tout cela c'est ma vie, c'est moi-même, et je ne serais rien sans ces choses qui se reflètent en moi avec les mille nuances de ma pensée et m'inspirent et m'animent. C'est pourquoi j'aime Paris d'un immense amour.

1. Expliquez le mot *bouquinistes* (l. 10).
2. Le passage commence et finit par deux mots de la même famille. Pourquoi?
3. Où habite l'auteur? (Soyez aussi précis que possible.)
4. Trouvez un trait de son propre caractère dont l'auteur s'amuse.
5. Qu'est-ce qui rappelle à l'auteur que Paris est vieux?
6. Comment l'auteur a-t-il personnifié le ciel de Paris?

(b) Le maire vira encore une fois, descendit, et mit sa bicyclette sous le hangar, à côté de celle de sa femme. Il entendit des voix dans la maison. C'était sans doute des gens venant encore se plaindre. Il ouvrit la porte de
5 sa maison. — Haut les mains! lui cria-t-on. M. le Maire vit deux jeunes gens, revolver au poing. Il mit les mains en l'air. Pendant ce temps, un des inconnus referma la porte et s'appuya contre elle. La femme du maire était à genoux devant le coffre-fort de la mairie.

10 — Charles, gémit-elle, Charles, tu arrives à temps. Ces messieurs demandent les tickets de ration et je ne peux me souvenir du chiffre. Ces messieurs disaient qu'ils allaient me tuer.

M. le Maire surprit un indéfinissable sourire sur le
15 visage de ces messieurs. Ils ont l'air de deux lycéens, se dit-il. Il pensa à son propre fils qui était parti pour l'Allemagne, au travail obligatoire. Il alla au coffre-fort, l'ouvrit.

— Voilà les tickets, dit-il.

1. Pourquoi la femme dit-elle: "Tu arrives à temps"?
2. Comment cette famille a-t-elle souffert de la guerre?

[TOURNEZ]

3. Comment vous expliquez-vous la position de la femme au moment de l'arrivée de son mari?
4. Quelle idée désagréable traverse l'esprit du maire au moment de son arrivée chez lui?
5. Qu'est-ce que les deux hommes exigeaient du maire?
6. Pourquoi les garçons ont-ils souri?

(c) C'est le moment crépusculaire.
 J'admire, assis sous un portail,
 Ce reste de jour dont s'éclaire
 La dernière heure du travail.

5 Dans les terres, de nuit baignées,
 Je contemple, ému, les haillons
 D'un vieillard qui jette à poignées
 La moisson future aux sillons.

Sa haute silhouette noire
 10 Domine les profonds labours.*
 On sent à quel point il doit croire
 À la fuite utile des jours.

Il marche dans la plaine immense,
 Va, vient, lance la graine au loin,
 15 Rouvre sa main, et recommence.
 Et je médite, obscur témoin,

Pendant que, déployant ses voiles,
 L'ombre, où se mêle une rumeur,
 Semble élargir jusqu'aux étoiles
 20 Le geste auguste du semeur.

—V. Hugo.

* terre cultivée

1. Décrivez le semeur. (*trois points*)
2. Quels sentiments le poète éprouve-t-il?
3. Qu'est-ce qui suggère que l'action a eu lieu avant notre siècle?
4. Le poète emploie *trois* verbes pour exprimer ses attitudes devant la scène et l'action. Écrivez les *noms* correspondant aux *trois verbes*.
5. Pourquoi *la fuite des jours* est-elle *utile* (l. 12)?
6. Quels *deux* mots indiquent que la terre est préparée pour les semences?
7. Quel mot suggère le seul son qui se fait entendre?
8. Suggérez un mot (que l'auteur n'a pas employé) rimant avec chacun des mots suivants: *sillons* (l. 8), *loin* (l. 14), *rumeur* (l. 18).

Department of Education, Ontario

August Examinations, 1954

GRADE XIII

FRENCH COMPOSITION

Memorandum to
Chief Presiding Officers
Presiding Officers in French Composition

Advance instructions for the examination in Grade XIII French Composition.

1. The Chief Presiding Officer should note that not more than twenty-five candidates may be seated in a room in which the French Composition examination is held. The rooms chosen should be acoustically satisfactory. A gymnasium or an assembly hall may not be used.

2. The Chief Presiding Officer will arrange for the provision of standard 78 r.p.m. phonographs, one for each of the examination rooms, and will see that outlets are provided for electrically-operated phonographs where these are to be used.

The kind of electric current should be known before the equipment is connected. Some phonographs operate on either AC or DC; other machines operate on only one type, usually AC.

The phonographs should be tested in the examination rooms well in advance of the examination period. Suitable needles should be provided.

The examination record will be played from the outside groove toward the centre.

The best location for the phonograph should be determined in advance since acoustical conditions may vary considerably in different rooms.

Tone control should be set about halfway between the bass (low) and the treble (high) markings. The most suitable volume should be previously determined.

[OVER]

3. Phonograph records (one for each room in which French Composition is to be written) for the dictation test will be sent to the Chief Presiding Officer by express at the time the examination papers are shipped.

4. Immediately upon receipt of the package the Chief Presiding Officer shall remove the record (or records) from the corrugated wrapping by removing *all* staples, but he *shall not* break the seal on the record.

If the record is damaged in any way, the Chief Presiding Officer shall notify the Registrar of the Department of Education immediately by telephone or telegraph, but he *shall not* break the seal.

5. Before 1.00 p.m. on the day of the examination the Chief Presiding Officer shall satisfy himself that the phonograph is ready for use.

Promptly at 1.10 p.m. the Chief Presiding Officer shall hand the sealed record to the Presiding Officer, who shall then remove the seal but *shall not* put the record on the phonograph at that time.

6. Promptly at 1.15 p.m. the Presiding Officer shall, for his own information, open the envelope marked "Confidential Instructions to Presiding Officers in French Composition".

7. If the Presiding Officer finds that the record is broken, or unusable for any other reason,

(a) no mention of this fact shall be made to the candidates before 3.45 p.m.,

(b) at 3.45 p.m. the Presiding Officer shall inform the candidates that it is not possible to hold the dictation test and that allowance will be made when the papers are being marked,

(c) at 3.45 p.m. the Presiding Officer shall require the candidates to close their examination books and hand in their envelopes,

(d) at the close of the examination the Chief Presiding Officer shall return the damaged record and the wrapping to the Registrar with a report of the circumstances.

NOTE. The Presiding Officer must not vary the procedure outlined above, even in case of unforeseen interruption or delay.

Department of Education, Ontario

August Examinations, 1954

GRADE XIII

FRENCH COMPOSITION

For the Presiding Officer only

Confidential instructions re dictation material for Part A.

A. To be read by the Presiding Officer immediately upon removing this sheet from the envelope, at 1.15 p.m.

Before the beginning of the examination period at 1.30 p.m. the Presiding Officer shall see that the phonograph is in the previously determined location and make sure that it is in good running order.

When the candidates begin to write the examination, the Presiding Officer shall see that each candidate has left the first page of his examination book blank, in accordance with instructions on the examination paper.

B. The following need not be read by the Presiding Officer until after the candidates have settled down to write the examination.

Examination Procedure

1. At about 3.42 p.m., if an electric phonograph is used, the machine should be turned on, without disturbing the candidates, to allow the equipment to warm up.

2. Promptly at 3.45 p.m. the Presiding Officer shall instruct the candidates to turn to the blank page at the front of their examination books in preparation for the dictation.

3. The Presiding Officer shall then read aloud the following:

"There will be three readings of the passage: first, a reading of the whole passage, during which you will listen

[OVER]

but not write; second, a slow reading of the passage phrase by phrase, with each phrase repeated once, with punctuation, and with a long enough pause after each phrase to give you sufficient time to write it; third, a final reading of the whole passage, with punctuation, to enable you to make corrections in your work.

"Listen to the instructions given at the beginning of each reading, such as "Écoutez", and "N'écrivez pas", but do not write them.

"Put in the punctuation marks where indicated but do not write them in words.

"The three readings will require both sides of the record. Halfway through the second reading it will be necessary to interrupt your writing while the record is being turned. During this interruption you will have an opportunity to make corrections in what you have written.

"The record will begin with the numbers 5, 4, 3, 2, 1, for testing the volume. You will ignore those numbers, as they are not part of the dictation."

4. The Presiding Officer shall then put the record in place with the first side up, start the machine and, if necessary, adjust the volume while the testing strip at the beginning of the first side of the record, 5, 4, 3, 2, 1, is being played.

5. When the Presiding Officer is about to turn the record he shall say:

"I am about to turn the record. You will now have two minutes to make corrections in what you have already written."

6. The two minutes shall be allowed from the time the Presiding Officer stops speaking.

7. At the end of the two-minute pause the Presiding Officer shall say:

"The dictation will now be resumed."

8. At the conclusion of the third reading the Presiding Officer shall say:

"Two minutes will now be given for final corrections."

9. At the end of this two-minute period the Presiding Officer shall instruct the candidates to close their examination books immediately.

Department of Education, Ontario

August Examinations, 1954

GRADE XIII

FRENCH COMPOSITION

NOTE: *All answers are to be written in French, all numbers in the sentences in words. No name shall be used which might indicate the examination centre.*

A

The last fifteen minutes of the examination period will be devoted to dictation. *Candidates will leave the first page of their examination books blank for the dictation.* Promptly at 3.45 p.m. the Presiding Officer will instruct the candidates to turn to the blank page at the front of their examination books in preparation for the dictation.

B

Mettez, du verbe en italique, la forme demandée par le sens. Ne copiez pas le reste de la phrase.

1. Quand vous (*arriver*), je vous le dirai.
2. Si vous (*arriver*) tard, je serai parti.
3. Si vous (*arriver*) la semaine prochaine, je serais à Montréal.
4. Si vous n'arriviez pas du tout, nous (*être*) très fâchés.
5. Je vous l'aurais dit hier, si vous (*être*) chez moi.
6. Je le (*dire*) à votre ami, si vous ne venez pas.
7. S'il ne venait pas lui non plus, je vous l'(*écrire*).
8. Quoiqu'il (*dire*) qu'il va venir, je n'en suis pas certain.
9. À moins qu'il ne (*venir*) demain, je ne compterai pas sur lui.
10. Il faut toujours qu'on (*être*) à l'heure.

[TOURNEZ]

C

Exprimez autrement :

- | | |
|---------------------|-----------------|
| 1. les deux époux | 6. avoir lieu |
| 2. tout de même | 7. bien entendu |
| 3. se mettre à | 8. presque |
| 4. avoir l'air | 9. du côté de |
| 5. veuillez écouter | 10. de nouveau |

D

Traduisez en français :

1. It has been quite hot this summer. We have gone to the lake to swim nearly every day, but there are people who couldn't do that. Many times I have said to myself, "How warm they must be!"

2. In winter we can skate on that same lake, as the ice is always several inches thick. I wonder what the fish do then. Do they go to sleep in the mud? I must ask old Mr. Smith what his opinion is, and tell him mine.

3. Whenever I see him, it seems to me that he has something interesting to say about animals. He knows a great deal about the habits of domestic animals, and also of those that live in the woods.

4. Last month we drove to Montreal and Quebec. Between the larger cities there are good roads. But, if you go too far to the north, you run the risk of finding bad ones.

5. Was his mother born in France? She speaks French better than he, in fact, as well as a Frenchman. He has been in Europe several times, but he has never seen many of the countries there.

E

Traduisez en français :

In Heidelberg Kasper was glad to find little Annette, as he called her. This young lady, whom he had known for years, was quite surprised to see him again and threw herself into his arms. She told him that there had been murders in the town, and that nearly everybody was being arrested. He and Wilfrid, a friend of his who had come with him, looked at each other, a little worried. Annette had to leave the room then, for she had work to do.

That night, after the two musicians had gone to bed, they heard somebody walking on the roof. At first, they thought it was only a cat, but soon their window opened. Into the room came the very man they had talked to on the road, who had advised them not to enter the town. In his hand was a long, blood-stained knife. He sat down for a minute beside the fire and then left without seeing them.

The next day they were accused of having committed the crimes. Hoping that the man might come back to their room, they took the chief of police there to wait for him. They were right. They were able to prove that they were innocent, and that *he* was the criminal.

F

Écrivez, *sur toutes les deux lignes de la page*, une composition de 120 mots (au maximum 140 mots) sur *un* des sujets suivants:

1. Quelques souvenirs sur la Guerre de 1939-1945.
2. Maître Hauchecorne et la ficelle. (Maupassant, *La Ficelle*.)

Dictation Test

Printed on this paper after the examination, for record purposes.

Comme sa femme était sortie ce soir-là, le jeune homme allait rester tout seul chez lui à écouter la radio et à lire un roman d'aventures. D'abord le Poste parisien a donné des informations. Ensuite on a annoncé deux pièces en un acte, dont il connaissait déjà l'auteur, et qui lui ont beaucoup plu. Après cela, il a entendu la diffusion d'un concert. Une dame a chanté un air qu'il trouvait charmant. Quant à son livre, il n'a pas eu le temps de l'achever.

Department of Education, Ontario

August Examinations, 1954

GRADE XIII

LITTERATURE FRANCAISE

1. "Andromaque subit le contre-coup des sentiments qu'elle a provoqués." Démontrez.

2. Analysez et jugez les sentiments exprimés par Oreste dans l'extrait suivant:

C'est pour cela que je veux l'enlever.
Tout lui rirait, Pylade: et moi, pour mon partage,
Je n'emporterais donc qu'une inutile rage?
J'irais loin d'elle encor tâcher de l'oublier?
Non, non, à mes tourments je veux l'associer.
C'est trop gémir tout seul. Je suis las qu'on me plaigne:
Je prétends qu'à mon tour l'inhumaine me craigne,
Et que ses yeux cruels, à pleurer condamnés,
Me rendent tous les noms que je leur ai donnés.

3. Montrez comment Racine a peint en Pyrrhus
(a) le roi,
(b) l'homme.

4. "Crépuscules", par Albert Sorel (*Lectures Choisies*).
(a) Où et en quelle saison l'auteur a-t-il observé ces crépuscules?

(b) Énumérez les principaux éléments du tableau qu'il compose.

(c) Choisissez *un* de ces éléments et reproduisez-en la description dans vos propres termes.

(d) Quelle impression l'auteur a-t-il voulu créer dans son tableau?

(e) Montrez comment l'auteur a adapté son style à l'impression qu'il a voulu créer.

[TOURNEZ]

5. LE CIEL EST PAR-DESSUS LE TOIT

Le ciel est, par-dessus le toit,
Si bleu, si calme!
Un arbre, par-dessus le toit,
Berce sa palme.

La cloche, dans le ciel qu'on voit,
Doucement tinte.
Un oiseau, sur l'arbre qu'on voit,
Chante sa plainte.

Mon Dieu, mon Dieu, la vie est là,
Simple et tranquille.
Cette paisible rumeur-là
Vient de la ville.

Qu'as-tu fait, ô toi que voilà,
Pleurant sans cesse,
Dis, qu'as-tu fait, toi que voilà,
De ta jeunesse?

—Paul Verlaine

(a) “Pour Paul Verlaine la poésie n'est plus qu'une musique imprécise.” Mentionnez *deux* moyens employés par l'auteur pour obtenir un effet musical dans ce poème.

(b) Quel regret semble remplir l'âme du poète?

(c) Quel autre sentiment éprouve-t-il?

6. LA MORT DES OISEAUX

Le soir, au coin du feu, j'ai pensé bien des fois
A la mort d'un oiseau, quelque part, dans les bois.
Pendant les tristes jours de l'hiver monotone,
Les pauvres nids déserts, les nids qu'on abandonne,
Se balancent au vent sur un ciel gris de fer.
Oh! comme les oiseaux doivent mourir l'hiver!
Pourtant, lorsque viendra le temps des violettes,
Nous ne trouverons pas leurs délicats squelettes
Dans le gazon d'avril, où nous irons courir.
Est-ce que les oiseaux se cachent pour mourir?

—François Coppée

“François Coppée est un rêveur mélancolique, une âme sensible et délicate à qui un rien suffit pour éprouver une vibration poétique.”

(a) Montrez comment le poème ci-dessus confirme ce jugement.

(b) Citez la plus délicate pensée de ce poème.

7. *Origines littéraires du Canada français*, par Séraphin Marion.

(a) Pourquoi, au Canada français, tenait-on le romantisme en si mauvaise estime?

(b) Quel rapport de temps y eut-il entre le romantisme français et le romantisme canadien?

(c) Quelles étaient les caractéristiques essentielles du romantisme de Crémazie?

8. Montrez comment (i) le style, (ii) les situations, (iii) les personnages contribuent à créer l'humour dans *Tartarin de Tarascon*. (Allusions au texte au besoin)

9. Les pauvres nids déserts, les nids qu'on abandonne,
Se balancent au vent sur un ciel gris de fer.
Oh! comme les oiseaux doivent mourir l'hiver!

(a) En vous servant de parenthèses, divisez le *premier* vers en groupes rythmiques (pieds).

(b) Marquez, au moyen d'un trait vertical, la césure du *deuxième* vers.

(c) Placez un petit trait horizontal sur chacune des syllabes d'appui (accents toniques) du *troisième* vers.

(d) Indiquez, en chiffres, le rythme du *deuxième* vers.

(e) Montrez l'harmonie qu'il y a entre le rythme et la pensée dans ce *deuxième* vers.

Department of Education, Ontario

August Examinations, 1954

GRADE XIII

COMPOSITION FRANCAISE

N. B. *Le candidat ne doit inclure dans sa copie rien qui puisse indiquer l'endroit où il subit son examen.*

1. Établissez clairement, au moyen d'explications ou de phrases, la différence de sens entre :

- (a) colorer et colorier ;
- (b) ombrer et ombrager ;
- (c) effiler et affiler ;
- (d) enfoncer et défoncer ;
- (e) canal et chenal ;
- (f) rabattre et rebattre ;
- (g) outil et ustensile ;
- (h) pièce et appartement ;
- (i) immerger et émerger ;
- (j) ménage et mobilier.

2. Corrigez les phrases suivantes :

- (a) Mon père me demanda qu'est-ce que j'avais.
- (b) Je ne t'oublie pas quand même que je suis loin.
- (c) Il commença d'abord par me parler de son voyage.
- (d) Il aurait fallu prévoir cela d'avance.
- (e) Ce qui est encore plus triste que de voir les branches dénudées, ce sont les bruits plaintifs de la rafale.

3. Copiez le paragraphe suivant en corrigeant, s'il y a lieu, les mots en italique :

Quelque grands hommes qu'*ait produit* l'antiquité païenne, elle n'offre rien de comparable aux martyrs du christianisme. Tous les âges, toutes les conditions furent *honoré* par quelques héros. Les plus grandes vertus ont brillé même

[TOURNEZ]

dans les jeunes enfants. On en a vu braver les tyrans, et, *tout* horribles que être leurs souffrances, ils les ont *supporté* sans faiblir. Les persécuteurs *même*, *quelque* fût leur haine pour les chrétiens, *leur* rendaient quelquefois hommage. *Quelque* quatre *cent* ans s'étaient à peine *écoulé* que la croix surmontait la couronne des empereurs; et les amphithéâtres de Rome étaient consacrés au culte de ceux *même* qui les avaient *arrosé* de leur sang.

4. Écrivez une composition d'une page et demie à deux pages (environ 300 mots) sur l'*un* des sujets suivants.

- (a) Visite à un aéroport (ou à un hôpital ou à un musée).
- (b) Racontez une peur que vous avez eue.
- (c) Ce n'est pas le succès qui importe, c'est l'effort.
- (d) L'influence de la télévision sur les jeunes.
- (e) Faites le portrait d'un homme public dont les journaux publient souvent la photographie.

Department of Education, Ontario

April, 1954

ELEMENTARY SCHOOL INSPECTORS' EXAMINATION

NOTE: *Use a separate book (or books) in answering each of questions 1, 2, 3, and 4.*

1. (a) Give the substance of the following:

- (i) the parts of the Public Schools Act which relate to the payment of fees by a board of trustees for the education of pupils resident in its school section but attending, by agreement between the boards concerned, a school operated by another board of trustees.
- (ii) the parts of The Separate Schools Act which relate to the qualifications of a separate school trustee;
- (iii) the parts of The Public Schools Act which relate to the procedure for obtaining funds by the issuance of debentures for the purchase or enlargement of a school site by a board of trustees of a rural school section (not a township school area) in an organized township.

(b) Outline a plan of in-service training for six teachers in an inspectorate who are teaching in one-roomed rural schools and who have had no previous teaching experience or professional education.

2. (a) Suggest how an inspector might deal effectively with each of the following situations:

- (i) many pupils in the Primary Division of a certain school have little concept of number;
- (ii) pupils in a rural one-roomed school are extremely inaccurate in their mechanical work in arithmetic;

[OVER]

(iii) three pupils in a class of thirty-five in a large urban school cannot add two-digit numbers where carrying is involved.

(b) (i) Discuss ways in which an inspector might encourage teachers to develop in their pupils a permanent interest in natural science.

(ii) Suggest points that an inspector might consider in appraising the science record books of pupils in Grade VII or Grade VIII.

3. (a) An inspector visits a Grade VIII classroom where the pupils have an adequate knowledge of English grammar but where the standard of oral and written English is low.

(i) Outline suggestions which the inspector might make to the teacher with a view to improving the English programme of this class.

(ii) Suggest *three* methods by which the teacher might evaluate the pupils' progress in English from month to month.

(b) (i) "Pupils should be led to think and reason for themselves about historical problems and problems which arise in the ordinary life of the community." Using *either* a specific historical problem *or* a specific community problem, as an example, explain how this advice may be applied in the social studies programme of a Grade VII or a Grade VIII class.

(ii) Discuss the characteristics of satisfactory text-books for the social studies programme in the Junior Division.

4. (a) "The principal is becoming the supervisor of instruction and the inspector is becoming a business administrator." Discuss steps to be taken to make the supervisory function of the principal more effective.

(b) "Compulsory attendance carries with it the obligation to provide adequately for all pupils irrespective of mental ability." Outline steps that have been taken in Ontario in an effort to meet this obligation and state what further action in this direction you would recommend.

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